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SCHOOL LIBRARY AND EDUCATING FOR A CHANGING WORLD *

By

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There are three substantive terms in the title I have chosen for my talk; School Library, Educating and Changing World. Let us try to examine the connotations of these terms in their reverse order.

CHANGING WORLD.

It is not merely the absolute change that is of interest to us. It is the rate of change. It is even the rate of change of the rate of change or the acceleration as the mathematicians would put it,—that we want to get a grasp of. Let us take one or two fundamental factors of civilization and examine their rate of change. First, consider communication, which leads, on the intellectual side, to ease and rapidity of the spread of ideas. Rama of Tretayuga could send a letter from Ayodhya to his ally Vibhishana at Lanka just as quickly as the Viceroy of our grandfathers' days in the nineteenth century after Christ could send his letters to the

Governor of Ceylon. The roads were no better in the one case than in the other and conveyances, no faster. But see what has happened since our grandfathers' days.

First the steam engine of the nineteenth century quadrupled the speed; then the superheater steam engine of the twentieth century quadrupled it again and increased the speed to fifty or sixty miles per hour. More recently the motor has come to compete with the superheater; while, during the last five years, the aero-plane has elevated the average speed to three digits.

Trace again the rate at which the telegraph, the telephone, the wireless, the television and the broadcasting have come in rapid succession. Examine again the rate at which the art of writing and the art of reproducing writing have been changing during recent years. Five years ago the Editors of the 'Hindu' could not put into their Daily the informa-

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tion received just on the day of publication. But to-day even information got as late as 5 p.m. comes out in print at 6 p.m. and what is more, 30, 000 copies of them come out quiet easily. What these mean for thought can perhaps best be seen by comparing the newspaper of our grandfathers' days with the Hindu of to-day.

I need not multiply instances of the kind to give you an idea of the acceleration at which the world is changing. I have given a fairly long list of such instances in the South Indian Teacher of 1930. I am sure you will agree with me when I say that the world promises to change still more rapidly in future, perhaps in the geometric ratio.

FIRST PROPOSITION

My first proposition then is this. *We, educators, should substitute the philosophy of change in the place of the Mimamsa philosophy and the Aristotlian philosophy of 'no change!'*

What is the effect of this proposition? The factors which must mainly guide us in the technique of education are to be decided in the light of such terms as 'Change', 'rapid change', 'increasingly rapid change' and 'unknown future'. The method of education must be such that our younger people acquire such a dynamic outlook, habits and attitudes as will enable them to hold their course amidst change. No longer can one generation know the precise problems of the next. We can at best teach the younger generation just such general and flexible technique as appears best to serve them in their unknown future. We cannot do this by giving them pre-digested facts, by cramming them with information and by drilling them in skills determined by the social and material order that is passing, if it has not already passed.

Let us put it in another way. No doubt we have need for a background, we have need for a store of fundamental ideas and essential facts without which one cannot

proceed. There are certain things which every intelligent person must know. Furthermore each one of us must have some grasp of the essential factors involved in our particular type of work and our other occupations. The greater their extent, the better we are fitted for life.

Nevertheless, no matter how good our education, general and vocational, no matter how good and capacious our memories, no matter how good our intelligence and no matter how comprehensive our knowledge, we can only *know* a very small percentage of existing facts.

Since we are in a world that is constantly changing, since new ideas are continually being formulated, since new facts are continually being discovered, since new relationships are constantly being established, none of us can ever say precisely what facts we shall need to meet the situation and solve the problems that will confront us tomorrow, next week, next month, next year, next decade. It is clear that every now and then we must supplement our knowledge adding to it the necessary extra data.

Add to these demands of the changing world, one of the human limitations—the limitedness of our capacity. We can only take in and retain so much. We cannot over-burden ourselves with a mass of material, in the hope that we might need it sometime. It is impossible for the cleverest man to know a thousandth part, not even a billionth part, of what there is to be known. But it does not by any means follow that any one of us might not have occasion to learn any one of the billion existing facts.

SECOND PROPOSITION

Therefore here is my second proposition. *We must, willy nilly, divide facts and ideas into two varieties, viz. those we should KNOW and those we must, if need be, FIND OUT. For convenience the former may be called knowledge and the latter, information.*

Let us spend just a minute with this new category that we have isolated—*information*. The field of information is an immense one. It is not easy for those without experience and guidance to find out all facts they require. Nevertheless, though many facts are difficult to find, if not totally inaccessible, a large part of the ground has been thoroughly surveyed and mapped for the convenience of enquirers. We have just to be brought into touch with the pre-digested information and shown how to set about utilising it. Then not only will we be better equipped for our work, we will also, be saving time on the many fairly simple enquiries, and have more time to devote to the difficult ones.

Then, I propose to hazard an opinion, which is necessary to take us forward in the subject. Perhaps, I may give it in one or two concrete forms in the first instance.

The other day, a graduate of our University was helping me in writing out the addresses of certain of the lecturers in the colleges affiliated to our University. The rough notes, furnished to him, contained only the names of colleges such as, St. Christopher's, Government Brennen, Victoria, etc., without the name of their places. When I checked his work at the end of the day, I found many of the covers without the station written. I naturally fretted. But he said he did not *know* the information. All the while, a copy of the University Calendar was within his reach. This graduate was not an idler. He was quite industrious. He is really typical of many of the graduates turned out by our educational system. That is my opinion.

Perhaps, I may give you another instance—about ten years older. In this case also it was a graduate of our University, but an adult middle-aged man and a City Father. Worried by the ever perplexing, unsolvable problem of the Madras water supply, he stepped into my library one day and asked

for some book on water purification. We did not have any book on the subject and, more than that, we did not have even a set of the Encyclopaedia. This fact, itself, I may say, is a measure of the scant regard which our library had for the sources of information ten years ago. I directed him to a sister library under the same roof which had a set of the Encyclopaedia. But the location of the Encyclopaedia in that library is another indication of the scant regard that library had for sources of information. The volumes were put in the third gallery. As I was looking from a distance, I found my friend going from the counter to his seat twice or thrice with a volume of the Encyclopaedia within a few minutes. A little later the counter clerk—an old veteran in the art of scaring away readers—got into a temper. Then I thought it was time for me to intervene. When I approached them, I found that our graduate friend did not know of the existence of an index volume to the Encyclopaedia nor did he know the alphabetic arrangement in it. Hence he began to ask first for the first volume and, not finding the article on water purification in it, asked for the second volume, and so on. I need not repeat to you the whole story of how the veteran clerk lost his temper.

The general enunciation of my opinion is this. *All who come into touch with our general educated public must be struck with their general lack of power to FIND OUT.*

I hold that this vital power needs to be created and cultivated by continuous, systematic instruction. Surely it is no less important that young people should be taught to *find out* than that they should be given a factual knowledge. Information is the necessary complement to knowledge. The lad who is taught the few things, it is possible to teach him during his brief school age but who is not taught how to discover, to *find out*, the additional information he

is bound to require as he goes through life, is sent out into the world only half-equipped.

THIRD PROPOSITION

Hence my third proposition is this. *School education should involve not merely the three time-honoured R's but should involve also the 4th "R."* Children should receive as much instruction and practice in the chief sources and the methods of research as in reading, writing, and arithmetic and the facts related to them.

CONSOLIDATED PROPOSITION

Let me now consolidate the first three propositions into a single one. Educating for a Changing World means imparting to the children some factual knowledge and teaching the methods of finding out other information as and when they are needed. Such, however, is not the case at present. I appeal to you, members of the teaching profession, to pay more heed to this subject.

Let us next examine how this consolidated proposition will help us to couple "school libraries" with "educating for a changing world."

So long as the main, if not the sole, aim of the school was the partial one of equipping children with factual knowledge—with filling their tiny brains with the then-known facts,—education meant mostly learning by rote, and the development of verbal memory; books meant text-books and even came to mean note-books; teaching meant dictation of notes, including the dictation of punctuation marks; and examination meant squeezing the sponge of the candidates' brains, many of which had damaged themselves and made themselves unfit for creative work, by absorbing much more than their normal capacity. In this limited transmissive view of education, there was

no real and essential place for the laboratory or the library.

But once it is granted that a necessary part of school education is to train the children in the method of *finding out* for themselves, the whole outlook of the school gets changed. The child is no longer passively receptive. It has to be made the chief actor in the arena. The curiosity of the child has to be kindled rather than smothered. The power of observation, not merely of absorption, has to be fostered. The enquiring attitude has to be carefully built up. Its interest has to be kept up. Hence, everything has to be built up into his experience. The pace of each child is to be determined by itself and not by the teacher or by that of the fictitious average child. Teaching the methods of *finding out* is fifty per cent of educating.

Further, the only way to teach a method is to provide opportunities for applying the method. This means creating situations in which the child has to *find out* information for itself; providing opportunities for *finding* it; throwing the child amidst books; guiding it to *find* its way about; training it in extracting the necessary elements from the books; teaching it to weave such elements into a whole so as to take the shape of the information required.

FOURTH PROPOSITION

This brings me to my fourth proposition. If the school is to educate the child for the changing world, the school library should cease to be a closed cupboard opened once a fortnight or once a month for driving out *puchis*. It should be a live workshop; with plenty of attractive, well-built, well-printed, well-illustrated, well-written books; with comfortable furniture; open shelves; charming pictures, flowers, hangings and a bright and cheerful look; with a librarian who loves children as well as books, who

can attract to himself all the children of the school not only with his nice stories and infectious smiles but also by his capacity to find the right book for the right child at the right time; and, above all, with a teeming crowd of busy children doing their tiny research and thereby learning the art of *finding out* under the unobtrusive guidance of the librarian, unweighted either by the fear of the rod or the dread of the examination, but reading because it is both profitable and pleasurable.

My last proposition has defined the function of a school library in educating for a changing world. My next business should be to tell you something of the organisation, the administration, and the orientation of the activities of a school library. But it would be hardly fair to you if I am to plunge into those details even now. There are ever so many topics to be dealt with:—Book-selection; classification; cataloguing; shelf-arrangement; publicity work; reference work; initiation of children in the use of library apparatus; correlation with the lessons in each class; collection, classification, filing and periodic destruction of fugitive materials such as newspaper clippings, stray pictures, and trade pamphlets; making scrap books; making, classifying and filling lantern slides and cinema reels on a diversity of subjects; frequent conference with the members of the teaching faculty, to anticipate the requirements of the children; and so on. I hope to take future chances to deal with each of these topics in detail. I may, perhaps, add that some account of all these has been given by me in the *South Indian Teacher* of December 1930 under the title 'Library—the Heart of the School.'

All that I can do to-day, without drifting into the region of boredom, is to close with one or two pictures of what I imagine a school library should be like, if the library is to be really the Heart of the School.

AN ELEMENTARY SCHOOL LIBRARY

A gay little room. Dwarfish open cases all along the walls, with books in sufficient disarray to suggest frequent handling. Low chairs and tables to match; Puranic pictures; historic portraits; maps of the human land as well as the fairyland; charts and diagrams.

The eleven o'clock bell goes. The distant pattering of the tiny feet of children reaches the ears of the librarian. He throws down the work on hand and rushes to the entrance with a few bunches of flowers. Kittu, Ramu and Yogi get the bunches as their library diaries have been declared to be the best for the month. They are also taken into the librarian's enclosure to help him in discharging the books returned by their classmates.

In two minutes, the class is found spread all through the library. Some are browsing at their favourite shelves; some are turning through the pages of their favourite magazines; some are doubled over a set of pictures spread over the table by their leader. A child hurries over the noiseless floor and asks the librarian for the best book on "Railways." Another child wants pictures of "Aeroplanes." A third child wants his little notes to be looked through by the librarian.

There are still a restless few not yet settled down. They are collected by the librarian to the "Story corner," which is merely the gangway between the western wall and a parallel book-shelf. The story is finished and the children rush to the shelf to find books on that story. All is quiet thereafter.

The leader strikes the gong. Chairs are replaced. Each child has a book under its arm. They form in line for dismissal. Kittu, Ramu and Yogi again get into the counter to help the librarian. There is the march past. Kittu, Ramu and Yogi charge

the books. The librarian has some funny personal remark to make about each child as he steps out of the wicket gate. They all leave the library in hilarious laughter. They all love to come back next week.

Thus ends the library hour for the third standard.

A HIGH SCHOOL LIBRARY

A suite of rooms. A spacious reading-room, its northern half forming the stack-room. The room on the east is the pupils' conference room, with a magic lantern and its equipment; while, the room on the west is the teachers' study room. The book racks, the tables and the chairs are higher. Some of the books in the racks are just what we may expect to find in the adult's library. There is the same busy hum and a similar division of duties between the librarian and the student helpers as in the Elementary School library.

A forward group is engaged in the conference room to organise for a project. Individual boys come with special assignments or browse among the shelves on personal quests other than crossword puzzles. The organising hand of the librarian is everywhere in evidence. A child is rummaging the file of pamphlets and clippings. A child messenger comes from the fourth form for the promised slides on the "Sugar Cane" for the use of his class. A child in the library rushes to the counter.

"Three pages of this beautiful book are missing. I want to impeach the unknown vandal at the next group conference!"

"God bless you for your righteous anger! With efforts like yours, our little community will soon be rid of all such vandals."

Now comes the Mathematics teacher. "Can you lay your hands on a few pictures of Mathematicians?" The cabinet of picture indexes reveals an exhaustive list of the requirements. Immediately the books containing the pictures are sent over to the class room with book marks at appropriate pages.

A group of children in charge of the decoration of the library for the "Dasara" come in to discuss their plan with the librarian.

There is a discipline running through all the bustle of the crowd of pupils in the library. It is not a forced discipline. It is self-imposed or group-imposed. It is the result of an organised school citizenship. Attendance is optional, but the rooms are always full. Hence, there is need for the scheduling ahead of the conference room. Throughout there is a spirit of helpfulness, sympathy, and give and take. It is truly the heart of the school, from which stimulating currents go out into every corner of the school.

May God hasten the day when the *Kama*, *Krodha*, *Lobha*, *Moha*, *Mada* and *Matserya* of the adults of our community will be brought under proper control, so that the adults may take a selfless and farseeing view of things and bestow on our children the opportunities and the facilities that they would enjoy, if they had been born in certain other lands.

THE 9TH SALEM EDUCATIONAL CONFERENCE

PRESIDENTIAL ADDRESS

By

MR. A. RAMASWAMY GOUNDER, M.A., L.T.,
Principal, Salem College.

I am deeply sensible of the great honour you have done me in asking me to preside over the Ninth Conference of the Salem District Teachers' Guild. I assure you that I feel highly indebted to you for considering me worthy of this honour which would be a source of gratification to any member of our noble profession.

We are proud that we belong to a highly noble profession and yet we cannot but admit that our position in society is anything but satisfactory. The teaching profession has fallen considerably into public disregard and schools have decidedly lost all the prestige which they once commanded. The profession provides neither the prospect of a prosperous career nor a fair chance of gaining distinction in life. Finest men are not therefore attracted to the teaching profession and when they do come at all they soon get out of it discouraged, dejected and disappointed. There are times when we are a little ashamed of being known as a teacher not because of the heavy responsibilities that devolve upon our shoulders but because the people look upon us as members of a helpless profession. This contempt which the public have for teachers is also extended to the inspecting officials of the Department. I am just reminded of a short story which runs as follows:—A Village Munsiff got information that the Inspector was to visit his village on the following day. He at once began making all arrangements

for the lodging and boarding of the expected visitor. When the arrangements were all over he was accidentally informed that the expected visitor was only an Inspector of Schools whereupon the Village Munsiff seems to have exclaimed 'Appah! Is it for a watersnake that I made all these grand arrangements. What a great disappointment.'

Our lack of self-assertion, our habit of allowing laymen to pose themselves as educational experts and the non-recognition of our legitimate claims by the powers-that-be are mainly responsible for the fall of the teaching profession in the public estimation.

A Teachers' Guild besides providing a much needed platform for discussing the problems which affect the whole body of teachers serves as an organisation by means of which teachers can protect their own interests as also the interest of sound education. Teachers of this district should all unite together so that each may help the other in the discharge of his duties with security of tenure and freedom of thinking; so that each may draw strength from the rest by virtue of which he can serve the country and God to the best of his ability. It is painful to note that this guild is not yet fully represented by all the secondary schools in this district. A few schools in the district have not as yet enlisted themselves as members of this Guild and that shows the lack of unity and solidarity even amongst ourselves. The

first duty of this conference must therefore be to concert measures by which the hearty co-operation of all the schools can be secured without any exception whatsoever.

It is sometimes remarked by one set of people that a Teachers' Guild is nothing but a Trade Union organised to higggle over time-scales and to make a good case for the enhancement of salaries and better conditions of service. Another set of people who draw a fat salary and still aspire for something higher preach about the sacredness of the teaching profession and advise us to be content with the present deplorable conditions of service and to take a vow of poverty and sacrifice as prescribed in our sacred scriptures of old. These are honourable men and we do not propose to enter into quarrel with them though they are in the wrong. Teachers have not yet become so selfish and degraded as to unite themselves into a mere Trade Union without any regard to the nobler aspects of their calling nor have they as yet reached such spiritual height as to think of duty alone without caring for the wants of their physical bodies. If any intellectual work of the best kind is to be expected of teachers they should be free from financial cares and they should be given such sufficient means as would enable them to live a decent life with facilities for the acquisition of knowledge. A discontented teacher is a danger to the society. A guild should therefore seek to develop corporate feeling among its members, to formulate and popularise up-to-date methods of teaching, to promote the interests of education in general and to safeguard and better the pay and prospects of its members.

In this connection I may be permitted to say that your District Board has passed at its last meeting a resolution recommending to the President that the old grades of its

staff be restored from the beginning of the next financial year. I am sure you feel you are all much indebted to the members of the Board individually and collectively for having taken a sympathetic attitude towards the members of a helpless profession. But, the resolution is only recommendatory and it does not explicitly recommend the restoration of your old salaries which you were drawing in that old scale. The position is this. In the first place, the President is not bound to give effect to that resolution and even if he does he cannot restore your old salaries. For instance, an employee who was drawing Rs. 170 last March will be started again on Rs. 150 from 1st April 1934 in the grade of Rs. 150-10A-200. This may spring upon you as a surprise but all the same it is a fact. I therefore suggest that a deputation of teachers should wait upon the President and request him to relieve the teachers from distress and discontentment by graciously causing the restoration of not only the old grades but also the old salaries you were enjoying in March last.

Let me now pass on to the question of the medium of instruction in Secondary Schools. The mother-tongue is the medium of instruction in every country perhaps with the solitary exception of India. Teaching through the medium of a foreign-tongue is most unnatural, irrational and de-national. Mother-tongue ought to be the medium of instruction if education is sought to be effective and fruitful. There can be no two opinions on this matter and yet how strange it is that almost all the secondary schools in this Presidency impart instruction through the medium of English though the Department have given them the liberty to do otherwise. I am not blind to the existence of difficulties that have to be faced in introducing the mother-tongue as the medium of instruction. Some of the difficulties are indeed real and important while

the rest are imaginary and frivolous. Want of suitable text books, want of co-operation from parents who invariably think that the proposed change of medium will ultimately diminish the boy's knowledge of English, and the multiplicity of mother-tongues in the same locality are some of the real obstacles in our way but they are not so great as to be considered insurmountable. Sometimes, teachers themselves are opposed to it. Some teachers who have neither the capacity nor the desire to alter their habits always prefer to follow the line of least resistance. To them I say that no teacher of any self-respect and seriousness will ever maintain an attitude of conservatism in a matter so vitally important and imperative.

In this all-important matter, as in other matters too, Salem has taken the lead under the ample and wise guidance of M.R.Ry., T. B. Krishnaswamy Mudaliar Avl., District Educational Officer, Salem in whom you can always find a friend, philosopher and guide. He has been advocating that noble cause of "mother-tongue medium" with his characteristic earnestness and enthusiasm and has successfully introduced Tamil as the medium of instruction in almost all the secondary schools of this district. This he has done not because he loves English the less but because he loves sound education the more. Our thanks are due to him. We have tried the vernacular medium for the last two years and we have successfully got over all the difficulties both real and imaginary. When Salem District can achieve this why not the other districts follow suit?

This leads me on to the teaching of the second language in our secondary schools. The Pandits are the most ill-paid and the least respected members of our profession. In fact, anybody with a smattering of the language was considered to be good enough

to be a Pandit. All our attention was concentrated upon the teaching of English and the teaching of the second language was simply starved. In the lower forms the teaching of second language was and is still entrusted to the class teachers who know little or nothing of that language. What is the result? The boys do not know how to use their mother tongue elegantly and correctly. They can hardly write a few sentences correctly in their own mother-tongue nor are they proficient in the use of English language. They are unable to express themselves in any language whatever. Lack of ability to speak in one's own mother-tongue was for sometime considered excusable and even complimentary but times are now changed. A good knowledge of the mother-tongue is an essential requirement of the modern democratic days when the educated man has to come into closer contact with the illiterate and rural population whether for self-seeking or for social service. The headmasters should therefore pay more attention to the teaching of the mother-tongue and should urge upon their managements the necessity for appointing qualified Pandits to be in charge of the lower forms also.

The S. S. L. C. scheme has been undergoing ever since its inception rapid changes and abrupt alterations and has therefore been rightly or wrongly subjected to a volume of criticism from men of all avocations. The S. S. L. C. scheme was started in the year 1911 without the eligibility list; then was introduced the eligibility list; then came the moderation business which waxed and waned for sometime till at last it was given a death-blow; then appeared the revised S. S. L. C. scheme which gave prominence to the B Group subjects by reducing the number of optional subjects to one; then came recently the scheme of brief answers either in a few sentences; phrases or words, as the case may be; and now there

is a strong agitation for the abolition of even that one optional.

Some say that these frequent alterations of the S. S. L. C. scheme only serve to increase the burden of the students while some believe that much is not done in schools and that on account of early specialisation many important branches of knowledge do not receive the attention that they richly deserve. There is still a lot of controversy between the culturists and vocationalists.

I do not profess to suggest a compromise which would be acceptable to all the contending parties. That is beyond my province and there are better persons to discharge that pleasant duty. The problem is however a knotty one and will perhaps remain unsolved for some years to come.

The present scheme of education and the curricula of studies are such that secondary schools tend to become mere machines of eligibility. The public and the school managers judge the merit of an institution by the result it produces in the Public Examination. The greater the percentage of passes the higher the institution stands in the estimation of the public. It is an irony of fate that even the inspecting officers are sometimes guided by the Public Examination results in judging the intrinsic merit of institutions. This erroneous standard of judgment has of late gained so much of ground that the Headmasters and their assistants spare no pains and leave no stone unturned to secure somehow or anyhow a high percentage of passes in the Public examination. Everything else is sacrificed for the sake of a good result; night classes, Sunday classes and vacation classes are held for sixth form students with a view to give them extra coaching and additional drilling which they have not been subjected to during the whole of their scholastic career. All their physical activities are ignored, the

advantages of holidays and the virtues of vacations are all forgotten but the approach of a dreadful Public examination alone looms large in the minds of the teachers and the taught as though it is the end and aim of all our human existence. A good result is no doubt one of the tests of the merit of an institution but certainly it cannot be the only test. It is dependent upon so many factors some of which are not entirely under the control of the headmaster and his assistants. The locality, the parentage of the pupils, the efficiency of the local elementary schools that serve as feeder schools, the principle of promotion in the lower forms, the interference of managers and parents at the time of promotion, the efficiency of the staff, the number of pupils presented to the examination, the enthusiasm and administrative capacity of the Headmaster—all these contribute to a good result in the Public examination.

I hope that a time will come which will not be far in the future when a school will be valued and respected not by its result alone but also by its extra-curricular activities and by its citizen making and nation building activities about which I shall presently say a few words.

Some of the extra curricular activities to which we should pay proper attention are Co-operation, Scouting, Student council, Literary and debating societies, Athletics, Dramatics, Excursions, School-banks, School-magazine, etc. Through these extra-curricular activities the pupils can be taught to live co-operatively, to think clearly and critically, to cultivate a team spirit, to shoulder responsibilities, to practise fair play, to preserve a healthy mind in a healthy body and to serve God through serving one's fellowmen. A school that does not pay serious attention to these extra curricular activities cannot be said to have discharged its obligation to the society and generations still unborn.

I shall now pass on to the citizen making and nation building activities of our educational institutions. Aristototele says that a citizen is one who rules and is ruled by turns. Some fifty years ago citizens we were not, but now we are slowly but surely growing into citizens. The present system of education was first introduced at a time when a large number of English knowing Indians were required for Public Service. The aim of education was to train boys for public offices and not for citizenship. The virtues of a ruler and a subject are different, and the virtues of one who has to be both by turns must therefore be accordingly different. India now gradually emerging from a state of complete subjection to that of a self governing country should therefore be gradually overhauled so as to suit the changing conditions of our national life. We are now realising that the present system of education is unsuitable to the needs and requirements of the Indian people and that it develops in the minds of our young men a mentality not at all conducive to the progress and freedom of the nation. The Indian youth can grow into Indian manhood only with an education full of Indian ideals, full of Indian spirit and full of Indian simplicity. If great things are to be expected of education its aim should be, not blind obedience to authority but assent to rational ideals of conduct; not a hypocritical faith in outworn formulae but a living realisation of one's duty to society and nation at large. Joy and happiness but not temporal success, self-expression but not imitation, spirit of service but not self seeking, wisdom but not the mere accumulation of undigested materials should be the ideals of any education worth its name.

Removal of illiteracy is the foremost thing that should engage our attention in the nation building activities. The masses who form the backbone of the nation are still illiterate and unless serious steps are

taken to wipe out their illiteracy India's future is bound to be dark and unpromising. The cleavage that now exists between the masses and the educated man is likely to become wider and wider and shall, if allowed to continue, produce pernicious results. It therefore behoves us to commence a battle against that demon of illiteracy and drive the devil from this sacred land of ours. How and with what weapons?

Every school whether secondary or elementary should compulsorily conduct a night school for adults. These night schools can be conducted in the schools themselves and the teaching work can be distributed among the school staff. Without much strain on the part of the teachers and without much expenditure either to the managements or to the government much can be realised within a few years. If each school can remove the illiteracy of a hundred adults every year what a marvellous change will come over India within a decade or so. Illiteracy, the cause of a countless host of miseries, is eating into the very vitals of our society and when that is gone, all else will be achieved. Awake! arise!! or be for ever fallen.

This takes me to the rural reconstruction activities of a teacher. The village problems are many in number, the most important of which are—Rural Sanitation, Rural education, Rural indebtedness, methods of Agriculture, Co-operative movement, Village Panchayats and Cottage industries. We, teachers engaged in mofussils and big cities have neither the facilities nor the influence to carry out successfully any scheme of rural reconstruction work. But, the village teacher is the person best fitted for the stupendous work. He wields such a tremendous influence over the villagers that he can easily persuade the villagers to reform themselves in many of the rural problems. But most of the elementary school teachers have neither the

qualification nor the desire to carry out the scheme of village reconstruction. Most of them are elementary lower grade teachers who have no knowledge of modern ideas, modern tendencies, modern demands and modern problems. Very many of them may be very good teachers but they are certainly not fit to be social reformers. It is therefore my opinion that the minimum general qualification for an elementary school teacher should be fixed as eligibility to the College course. I also feel that every teacher should be given training in rural reconstruction work during the period of his teacher's training. Much can be achieved if the University makes it a rule to award the diploma only after the completion of one year's practical course in rural reconstruction work during which period the graduates under training may be given an honorarium from the general funds of the Local Boards in which they undergo the practical course. The importance of rural reconstruction work is so great that I may be pardoned for having indulged in platitudes which may be taken for what they are really worth.

I believe that a few words about vocational training in schools may not be out of place here. English educated Indians were hitherto absorbed into Public Service and the Government was thus providing vocation to almost all the educated men. But of late the supply has far exceeded the demand and the problem of unemployment of educated Indians is becoming more and more complicated. Young men, after taking their University degrees, wander up and down in search of an employment but in vain. The plight of the S. S. L. C.'s is still worse. They and the graduates are required to answer the same papers in the Service Commission Competitive examinations and the standard of valuation being the same the S. S. L. C.'s get easily the worst of it, with the exception of a few who hap-

pen to be boys of extraordinary mental calibre. These educated youths go out into the world with the full knowledge that they cannot secure any of the appointments which will be highly pleasant to get hold of and without ability to take up any other avocation. They feel themselves miserable and they become a burden to their parents who spent all their savings and properties in educating their sons with the genuine hope that they can in their old age, depend upon their sons for a decent maintenance while living and a decent burial after death. The hopes of many a father have been shattered and many a life have been rendered miserable. Lord Brougham once said that he hoped a time would come when every man in England would read Bacon. William Cobbet said that he would be immensely satisfied if a time came when every man in England would eat bacon!

The ancient rule of the Jews was that every man, no matter of what grade or calling, should learn some handi-craft. A man according to them, was not considered entitled to live if he could not keep himself from starving. Every boy born into the world should be put in the way of maintaining himself in honest independence. Any system of education which does not keep this as one of its aims is worth nothing at all.

Vocational training must therefore be made compulsory in all secondary schools. Every pupil must be given such training as would enable him to maintain himself and his family in honest independence. It is contended that such a combination of vocational training with general knowledge will eventually result in a poor smattering of culture and an indifferent skill in vocation. It is also argued and rightly too that a boy trained in a school in a certain vocation cannot, after leaving school, compete with boys trained from boyhood under pro-

fessionalists. This is undoubtedly true, but the boy with the advantage of a general education is sure to outshine the illiterate professionalist in the long run. The general knowledge gained in school can be applied to any vocation and realised. Points of science which the boy learnt in school will make him not only a wiser man but a better workman. His mental training in school will either lift him to a higher position in life or make him more useful if he remains where he is. In any way, vocational training is absolutely necessary and without it the three R's are apt to produce a fourth R of rascaldom.

Religious and Moral Instruction.—The introduction of religious and moral instruction into the High School curricula of studies is certainly a commendable one. Educational authorities have made it compulsory for forms IV, V and VI and have drawn up a complete syllabus for the same. The aim of this instruction is to cultivate in the minds of young boys a spirit of selfless service which is the main spring of all other virtues, to instruct boys as to how they should regulate their conduct and form good habits and to teach them noble ideals through the biographies of eminent persons. Formation of character is the main object of education and as such the importance of moral instruction in schools cannot be overestimated. I am reminded of a funny story which runs as follows:—

A boy in a western University sat for the Degree examination and through malpractice he managed to get through it successfully. The degree was duly conferred upon him as the University authorities were not aware of the dishonest means adopted by the student concerned. Twelve years rolled on and a revolution took place in the man's character. He repented for what he had done and to make amends for his past conduct he wrote to the Registrar of that University informing him that he got his

diploma through dishonest means and requesting him to withdraw the degree which he did not deserve. A few days later came the reply from the Registrar and the reply ran thus:—“Well, the end and aim of education is the formation of character. Now that you have proved yourself to be a man of admirable character, we have great pleasure in confirming the degree that was conferred upon you twelve years ago.” This story may be true or otherwise but the ideal of education it seeks to illustrate deserves to be borne in our minds.

The benefit of the teaching of moral instruction will mostly depend upon the individual teacher in charge of it. He must be a man of spotless character. He must be a man who follows his own precepts. He must be one whom the rest should desire to follow as an example. With such a man as Moral Instructor the boys can be easily trained in religion and morals which alone will stand them in good stead throughout their life time.

Physical Education.—It is a well-known fact that the state of health of an average student is disheartening and far from being satisfactory. The causes and circumstances that have contributed to this deplorable state of affairs are many in number. The bug-bear of the examinations, the ill-ventilated school buildings, the inadequate provision for play grounds and sports equipment, the illiterate parents, bad feeding at home, etc., are some of the important causes for the physical deterioration of our students. This physical deterioration will if allowed to continue seriously affect the future generations of citizens, born and still unborn, who will be the only hope of nation. In order to improve the physical condition of our youths the University has formulated a scheme of physical education and has introduced it as a compulsory subject in college classes. I am hopeful that such

a scheme will soon be introduced into high schools also and I therefore feel that you should prepare yourselves for that even in advance. Such a scheme will be impossible if that is to be entrusted in the hands of the uneducated and antiquated drill masters. A combined drawing and drill master on Rs. 35 as is often advertised in the newspapers, will not be able to cope with the work of physical training. Physical education is both a science and an art and it must therefore be in the hands of persons with high educational qualifications and with special technical training. The Physical Director must know the technique of all forms of physical exercise and should have carefully studied the structure and function of the various parts of the human body. He must be a man of good moral character and should be capable of commanding respect and love by virtue of his personality.

You must therefore try to convince your managements about the desirability of appointing qualified Physical Directors for each high school and if you agitate constitutionally the Department of Education will also, I hope, soon introduce physical educa-

tion as a compulsory subject in all the secondary schools.

Lastly, I will say a few words about women's education. The arguments in favour of women's education are all so well-known to you that I do not propose to detain you any further by dwelling upon them. Plato has said that women can do everything that men can do, but not so well. But if Plato were reborn now he would immediately change his opinion and exclaim that women can do all that men can do and quite as well if not better.

I am afraid I have detained you too long. Gentlemen, our responsibilities are too many but our privileges are few. Too much is expected of us though too little is given to us. We are in charge of moulding the minds and forming the character of the younger generation on whom rests the destiny of the nation that is in our hands but our destiny is in the hands of the Almighty. Our work is great.

Let us, then be up and doing
With a heart for any fate
Still achieving, still pursuing
Learn to labour and to wait.

THE S. S. L. C. COURSE

By

MR. M. S. SABHESAN, M.A.

It gives me great pleasure to go over to Tiruchengode and meet the members of the Salem Guild. Your guild has been wholeheartedly co-operating with the South India Teachers' Union in all its activities and I do not think it necessary to say anything about the same just now.

You have asked me to speak on our S. S. L. C. course. It is an old vexed question. But you will admit the problem has not yet been satisfactorily tackled. There are many important points that still remain undecided. The question is difficult not because we do not know much about it but perhaps because we know too much. The topic of secondary education is on the lips of every one. Turn your attention to the proceedings of any Educational Conference. Look at the sentiments regarding education expressed on the platform and in the press both by laymen and teachers. You are sure to find direct and plain reference to secondary education.

We are told that our secondary education is far too literary and narrow and that the course is unrelated to the environment and life of the pupil. Our leaders tell us that the course is very heavy, that the university is dominating unduly the school courses and that examination is receiving an exaggerated and unnatural importance. There is a large section which maintains that the use of the foreign medium is a serious handicap to a large number of pupils and that the present day S. S. L. C. pupils show little knowledge of men and things.

Some deplore the indifference to vocational training and argue that the number of misfits is increasing and that secondary education is a waste. These observations are in the nature of criticism either of the general educational policy or of the scope and aims of secondary education or of the methods adopted in the class-room.

You can easily put these observations together and gain a real idea as to what our public men want our secondary education to be. It is required to be a self-contained general education so as to provide the necessary cultural and informational material needed for the development of a full man. At the same time it is also expected to provide a few elective courses suited to the varying aptitudes and needs of thousands of pupils belonging to different social strata. A flexible and differentiated secondary school course is what the public wants. Such a course will not ignore the needs of liberal education and it will also have the additional advantage of providing to some extent for the future career or occupational needs of a large number of pupils.

You may begin to ask why no solution has been found when the nature of the problem happens to be so well understood. It seems to me that it is due to our peculiar mentality. One thing that may strike any observer is the conflict between principle and practice. Nice ideas are usually reserved for platforms and conferences; and we grow eloquent on vernacularisation, vocational education, the

*Lecture delivered at the Salem District Educational Conference held in December.

value of school record and so on. Neither politicians nor teachers care to pause for a moment to consider the steps that have to be taken to gain our ends. Our politicians and leaders are strong advocates of vocational education but they never put their heads together and table a cut motion at the time of the voting of grants so as to compel the Minister of Education to think of an active constructive programme. They speak strongly in favour of vernacularisation but they are not keen on using their position in District Boards and School Boards to give effect to proposals which are regarded as sound. They are taking shelter under public apathy and they forget that it is their duty to create public opinion. The Department of Education exhorts teachers not to attach undue importance to examination but the District Educational Officers comment in strong terms on the fall in the percentage of passes. Teachers are told that new and up-to-date methods should be adopted and that the reading habit should be encouraged. But the department does not choose to bear in mind these sentiments while preparing the budget and the equipment grants are cut out. The conflict between principle and practice is noticeable among teachers also. They adopt almost unanimously a resolution that the vernacular should be the medium of instruction even in colleges but in the class-room they have their own honest doubts about the practicability of the proposal. They protest against the domination of the school curriculum by the University but they never care to think of the school problem on its own merits independently of University requirements. They speak vehemently about the strain of public examinations but they urge the inclusion of all subjects taught in the schools in the list of public examination subjects. What about the parents themselves? They are not worried about the courses or methods.

Their indifference is the refuge of the politician, the department and the teacher. The only thing which is uppermost in their mind is that their children should somehow pass the examination. It is no wonder that under such circumstances our secondary education still continues to run in the traditional narrow groove. Our pupils are not really backward, and our teachers are professionally better qualified than in other provinces. It should therefore be possible for us to effect the necessary reforms in the sphere of secondary education so that the country can count upon an educated intelligentsia in the coming era.

You would perhaps like to know what the situation is in other countries in respect of secondary education. The problem of secondary education is very complex all the world over. The education of the adolescent is as complex as life itself. In European countries the varied needs are met by different types of secondary schools. The *Real gymnasium* of Germany emphasises the traditional classical side while the *Oberschule* or the modern school devotes special attention to modern sciences. There are also trade schools to suit the needs of those pupils who mean to enter life rather early. All types of schools are inter-linked so that pupils can change from one type to another. In America, the tendency is for introducing several optional courses and this diversified system is considered very necessary if the number of misfits should be reduced and the wastage avoided. Unfortunately for us in our presidency, there is only one type of secondary school with its strong leaning towards the traditional literary side. How can this type provide for the aptitudes and needs of more than one hundred thousand pupils in our secondary schools? In other countries the three parties connected with public education, namely, the public men, the authorities including the managing bodies, and the tea-

ching profession meet in conference to discuss the aim and scope of secondary education and any decision that may be arrived at becomes generally acceptable to the people. Will such a conference be possible here? The voice of the teacher is not heard and the co-operation of the professional organisation is not sought. If any teacher be taken into confidence, he invariably happens to be one who does not move freely with his comrades and has therefore no chance of knowing the view-point of the profession. It is the teacher that has to work the scheme and the success of a scheme is really assured when the teaching profession feels that the scheme in question is its own scheme. Further each party should be anxious to take all possible steps to make "the real" approach "the ideal" as far as possible. Now that education is a transferred subject, it should be possible for our Minister of Education to do what the Minister for Education in Bulgaria was able to do. The rise of the Agrarian party to power gave an opportunity to the schoolmaster, Homarchefsky. He was dissatisfied with the literary traditional curriculum in Bulgarian schools and he regarded the educated unemployed as drones. When he became minister, he showed a spirit of determination to effect a silent revolution in the education system.

What is the way out? Our efforts must be directed towards reforming secondary education on the lines suggested by our public men and teachers in conferences and reports. There is general agreement that our secondary education should be self-contained and differentiated. It may not be immediately possible to have different types of schools but a definite programme should be chalked out and the idea of a change in the complexion of secondary schools suited to the different localities should be popularised. In the meantime the existing secondary school course should

be freed from objectionable features. Any secondary education scheme will be open to criticism. All that we should do is to see that the scheme adopted by us is free from inherent defects from the educational standpoint. Any scheme which is educationally sound and which may reasonably be expected to serve our purpose should be given a fair trial. We are usually too critical and show a readiness to point to one defect here and another there in a proposed scheme while we remain unmoved by the thousand and one defects in an existing system. Let us not pick holes and let us be prepared to extend our whole-hearted support to a scheme which is intrinsically sound. There is one suggestion which I should make at this stage. We have frequently shown a tendency to condemn a scheme not because it is educationally unsound but because certain extraneous difficulties have to be faced. No great cause has been won where there was no difficulty to be faced. Considering all points of view it seems to me that in the transition period the original S. S. L. C. scheme may be given a fair trial with some modifications. If you examine the scheme, it will be found to satisfy the general requirements of secondary education as understood at the present day. It comprises a course of general liberal education for all pupils and also an elective or optional course presenting a wide field for choice. It is self-contained and flexible. It is a good preparation for the university course and at the same time it seeks to provide for the needs of pupils who mean to follow a technical line or to enter life. You cannot point to any feature which can be regarded as educationally unsound. While it gave an opportunity for the students to become acquainted with the elements of several knowledge subjects, it rightly laid stress on the value of the school record and sought to mitigate the strain of the public examination. Under that scheme,

the teacher was given a wide latitude in respect of the selection of topics suited to the locality and freed to an appreciable extent from the obsession of the public examination. Teachers in secondary schools had a wide scope under the scheme for showing the stuff of which they were made. It may be said they were very near having swaraj in respect of academic matters. No less a person than the Rt. Hon. Dr. Srinivasa Sastri expressed the view that in the course of some years teachers would of their own accord urge the deletion of subjects one after another from the list of subjects prescribed for the public examination. The scheme should be regarded as intrinsically sound and teachers also appreciate the spirit underlying the scheme. How is it then that this was not given a fair trial? Why was it that persistent representations for reversion to the Matriculation with all its objectionable features were made? The promoters of the scheme were not unaware of the difficulties in its working. They expected that teachers would realise the responsible nature of the task and give proper advice to the pupils and parents, and would also be prepared to maintain proper standards. It was expected that the school record would under such conditions be a more reliable guide for assessing the capacity of the pupil. The Committee also hoped that the inspecting officers would bring home to the teaching profession the implications of the scheme and be prepared to enforce the rules in order to keep up the standard. If the scheme is declared a failure, it is not on account of any inherent defects but because the parties responsible for the working of the scheme have not risen equal to the occasion. Teachers who used to condemn the slaughter of the innocent were found to advocate the publication of an eligibility list by the university. They were also loud in urging that the knowledge subjects under the B. Group should be includ-

ed in the list of public examination subjects. Very curious arguments were advanced in this connection. We were told that students did not care for the non-examination subjects. But the fact should be admitted that the hours allotted for the B. Group were often devoted as a matter of course to the teaching of English and optional subjects. Serious objection was also raised from the beginning against the school record and it was frequently represented that the record might be done away with. Our inspecting officers could have done something to save the scheme if their hearts were in the S. S. L. C. scheme. Instead of spending their time in seeing whether the examination subjects were properly taught, they could have exercised vigilance enough to ensure proper attention being paid to the B. Group subjects. It was open to them to suggest a reduction of grant if a school neglected the B. Group subjects. They should form their own opinion about the efficiency of the school and see how far the public examination results accorded with their judgment. If there be discrepancy between their judgment and the public examination result, it is their duty to set the machine moving and remedy the defects of the external public examination. Many of them seemed to have moved in the line of least resistance and they merely echoed the sentiments of teachers that the B. Group subjects were neglected by pupils. The scheme was modified and all the knowledge subjects were prescribed for the public examination. The eligibility list has come to stay and the school record is not taken seriously. Even before the first examination under the new scheme was held, the cry was heard that the courses were heavy and that the strain of the public examination would be unduly great. Did not our comrades cry that the knowledge subjects should be prescribed for the public examination? Should they not have fore-

seen that an increase in the number of examination subjects should necessarily increase the strain besides restricting the freedom of the teacher in regard to the choice and treatment of topics? If they be asked to lighten the syllabus, they are not inclined to come to a common understanding. Very often the teacher of Mathematics suggests a lightening in other subjects and other teachers do likewise. Some are so short-sighted as to suggest the deletion of subjects like Animal Life and Physiology and they betray an inability to understand the general scope and aims of the secondary education scheme. A suggestion that is frequently made is that the sixth form portion alone should be prescribed for the public examination. Is this division into watertight compartments possible or desirable? Does it not show that the public examination and the eligibility list loom large in the minds of teachers? If teachers feel that examination is a serious strain, it is up to them to suggest its abolition. A modification of the present scheme is now under contemplation and it looks as if teachers and authorities are puzzled. One important change which has been proposed is the deletion of knowledge subjects from the course. The pendulum has swung to the other side and the authorities seem to think that knowledge subjects do not count for much in the secondary school curriculum. They suggest that students may be asked to offer two optional subjects instead of one for the purpose of eligibility. It is claimed that this change will offer a wide field of choice for students. A mere provision of an optional group with a number of subjects does not necessarily mean that pupils who are intending to enter life or to pursue a technical line can be benefited by this scheme. Very few schools offer technical courses and even in respect of university subjects the pupils have to take what the schools offer.

It is idle to imagine that under the proposed change there will be wide field for choice. Even if that were possible, the question will still remain whether the deletion of knowledge subjects is educationally sound and whether pupils will not be of a distinctly inferior quality under the new scheme. There is a consensus of opinion among teachers that the deletion of knowledge subjects is an unwise step. It was with this view that the provincial educational conference held at Trichy passed a resolution that in any scheme the present five compulsory subjects should continue to have a place. It is contended that the proposed change will be a better preparation for the university. It may be that pupils may cover a wide ground in the optional subjects and thus save the university teachers some trouble. But their general knowledge and ability to appreciate literature and modern thought will be distinctly poorer and the university course does not consist of optionals alone. It is a pity that teachers in secondary schools complaining of the domination by the university should themselves be preoccupied with the university needs to the detriment of a large number of pupils who will never have a chance of entering the university classes. It is good that teachers in secondary schools remember that they are in charge of secondary education which is intended to serve varied purposes. They may, out of their loyalty to their *alma mater*, have a soft corner for the university courses but they will be shirking their duty if they shut their eyes to other aspects. If this point had been always borne in mind by teachers and inspecting authorities, the S. S. L. C. scheme would not have met with the undeserved fate. The Academic Council of the Madras University does not seem to be enthusiastic over the new proposal and it has shown its appreciation of the knowledge subjects by ruling out the optional group. This deci-

sion is really a reversion to the Matriculation. Everywhere teachers are eager to know what the next step will be. Opinion is sharply divided regarding the optional group. There may be endless discussion but the two parties should agree to differ. It is clear that it does not pay to tinker with a scheme. A change here and a change there will not improve a scheme.

The secondary education scheme should be flexible and self-contained if we should move with the modern trends in education. There is the danger of our losing the substance in the quarrel over trifles. Teachers do not trust themselves and we hear on the platform that "there are teachers and teachers" and "schools and schools". Much will depend upon teachers and inspecting officers. No scheme, however sound it may be, can have any chance of success if the teacher has no faith in the aims of secondary education and does not feel called upon to do his best for the cause of sound secondary education. Any system will prove a failure if care is not taken to see that the influence of extraneous forces is minimised. While the headmaster and his colleagues are required to realise their responsibility and pronounce their opinion on the merits of each case, the department is not keen on safeguarding their interests. How can the headmaster withstand the pressure brought to bear upon him by the president and members of local bodies for promoting and selecting backward pupils? Very often teachers come into conflict with the managers and they have to face dismissal since the department is found unable to afford protection to tea-

chers. It is for the Government to create and maintain the environment necessary for the successful working of this scheme. Let teachers be anxious to play their rôle properly and to discharge their duty fearlessly; let the departmental officers enforce the rules whenever necessary, aid liberally deserving cases in time and back up the teacher in the discharge of his legitimate work; let us have public men who are keen on having a broad-based secondary education, and are inclined to be guided by the experts on the spot. The grand experiment of secondary education cannot succeed if the different parties do not pull together in the right spirit. How can any scheme succeed when there is considerable room for improvement in the attitude of the parties concerned? It will be ostrich attitude to shut our eyes to our own defects and to look for improvement by piecemeal reform. With proper environment even a poor scheme will prove fruitful. Let us therefore try to give the principle behind the S. S. L. C. scheme a fair trial. Whatever changes may be made in the original scheme, it should not be forgotten that secondary education should not only be self-contained but also differentiated. It should be possible for the experts to devise suitable groups of subjects so that no student leaving the secondary schools will go without picking up the elements of Science and History and Geography. It will be a great mistake if our course should be a procrustean bed trying to fit one hundred thousand pupils into one pattern. I appeal to my teacher friends not to take a narrow view of the situation. Let them look into the future and plan accordingly.

SECONDARY EDUCATION IN TRAVANCORE AND STATHAM REPORT

(BY ONE INTERESTED IN EDUCATION.)

After the great war, secondary education has undergone a process of reorganisation and reconstruction in almost every part of the civilised world. It was felt that the domination of secondary education by the University requirements is the cause of the great wastage that was going on. Only a small percentage of the high school product enter a University. It was felt that something must be done for the vast majority who are either unfit, or unable for other reasons to enter the Colleges. Things are not much different in India. Therefore the proposals of the Statham Committee may be read with interest and profit by educationists in British India also.

VERNACULAR HIGH SCHOOLS

There is one special feature in the Travancore secondary education system, which is, perhaps, not found in any other part of India. In Travancore, we have two systems of parallel secondary schools above the first four years of primary course, but both of them are purely literary. The one is the system of English schools more or less on the lines of the secondary schools in Madras and the other is the system of Vernacular schools. We have a 3-year middle school course in the Vernacular and over and above this a set of Vernacular high schools having a 2-year course. In these schools, all subjects including the sciences are taught in the Vernacular, and English is an optional subject. Compared with the School Final Certificate holder, the Vernacular high school product saves 2 years in the whole course and attains the same or a slightly higher standard in all the School Final subjects except in English and Vernacular. In the Vernacular his at-

tainments are very much higher than those of the best S. S. L. C. holder. Of course, in English, his attainments are very low. No doubt Travancore has demonstrated to the other parts of India that one could have a high degree of modern cultural education wholly in the Vernacular. Those who think that it is impracticable to make the Vernacular the medium of instruction in our secondary schools may take note of this.

From a practical point of view the defect of the system is, the Vernacular high school leads the pupils into a blind alley. They cannot enter a University and they cannot get into any occupation or profession in which a knowledge of English is useful. The result is all of them want to become Vernacular school teachers. "If you cannot do anything, take to teaching" is practised to the fullest extent by these Vernacular school products. No wonder the Vernacular high school is not popular.

THE NEW PROPOSALS

The Reform Committee's proposals are :

(1) The conversion of the Vernacular high schools into Vernacular training schools with a two-year course instead of the present one year.

(2) To make the Vernacular the medium of instruction in all the secondary schools.

(3) To have a selection examination at the end of the Fourth Form.

(4) To have alternative courses in the Fifth and Sixth Forms to meet the requirements of agriculture, commerce, industry and the lower ranks of clerks.

THE ABOLITION OF VERNACULAR HIGH SCHOOLS.

I have already stated that the only purpose served by the Vernacular high school is to supply the Vernacular schools with teachers. Therefore the abolition of this class of schools is criticised on the score that it would lower the standard of attainment of the Vernacular school teachers in the Vernacular. The critics forget that the report does not stop with the abolition of these schools. The loss of two years of schooling caused by the abolition of these schools is compensated for, in two ways. By increasing the primary course by one year the pre-Vernacular high school course is extended by one year, i.e., the First Class in the present Vernacular high school becomes the highest class in the new post-primary or vocational-bias schools. Secondly, by extending the present training course by one year another year is added on to the total schooling of the teacher. Thus there is no real loss for the Vernacular school teacher so far as the duration of schooling is concerned. And I think, so far as efficiency is concerned, the new Vernacular school teacher might be in a better position. For, in the new training course, the study of the vernacular as well as the other subjects of the school curriculum will occupy a prominent position in addition to the methods of teaching them. In fact, both in Europe and America the training course of the elementary school teacher runs to three and four years. A good deal of this time is devoted to the general education of the pupil teacher. This is considered to be more efficient than taking in a candidate educated in ordinary schools and training him up to be a teacher in a year or so.

THE VERNACULAR MEDIUM

So far as Travancore is concerned, the present Vernacular high school has served the purpose of demonstrating practically that all the subjects in a secondary school

can easily be taught in the Vernacular, thus facilitating the change of the medium of instruction in English schools. If the people of Travancore only cared to do so, the new English schools can easily be turned into Vernacular high schools with English as a compulsory subject preparing the students for the University also.

The success of the Vernacular medium from the point of view of higher education depends a good deal upon the organisation of teaching adopted in the schools. First of all, proper arrangement must be made in bilingual areas. Even at present there is a good deal of heart burning because no proper arrangement is made for the Tamil boys in the lower classes. Secondly, the purpose of English teaching should be re-defined and the teaching and examination adjusted to the new requirements. For instance, text books in English should be so selected that they contain not only good English stories and extracts from famous authors but also contain topics of scientific and other interests.

Thirdly, neither false patriotism nor squeamish requirements of grammar, should prevent us from using English words on a large scale to denote scientific and other technical terms. A living language always borrows words from other languages. It is waste of time and energy to invent or coin new words in the vernacular for technical terms. These new words are as much new to our pupils, and require as much explanation and teaching as the corresponding words in English. Any way, the English words have to be learnt at the University stage. There is no fun in learning a set of words in order to forget them afterwards and learn other words instead. It is not an altogether ill-founded suspicion that those who trot out the want of technical words and the want of text-books in the Vernacular as reasons against the Vernacular medium, have an axe to grind.

SELECTION EXAMINATION.

This examination at the end of the Fourth Form is intended to divert pupils from the mainly literary course of the pre-University classes to the parallel practical courses in the same classes or to the technical schools. The need for such a diversion, as I have already said, has been felt in almost all the countries of the world. The controversy is only about the means of bringing about this diversion.

The report says that the Examination should be "so designed that special minima will be required from pupils who desire to continue the E. S. L. C. course in forms Five and Six, and separate minima for" the others. In another place the report says "it should be brought home to the public, to the parents and to the students that an inability to reach the University stage of Education confer or should confer, in a proper scheme of things, no stigma on the pupil concerned." Even if the 'special minima' and 'separate minima' mean minima in different subjects, you cannot have it both ways unless and until the learned professions cease to be attractive from the point of view of both power and money. Once you call it a selection examination, failure to be selected when you want to be selected necessarily carries with it a stigma. "The Grapes are sour" will be the retort if you say otherwise.

Every educationist condemns the introduction of another public examination in an already examination ridden system not because failure to pass any examination is not, theoretically speaking, a stigma, but because, our present system of examinations is so unreliable as a test of either ability or achievements that it leads to undeserved passes and undeserved failures and the consequent demoralisation of our Educational system.

Therefore if a selection has to be made, the method must be such that the public, the parents and the students would feel the

selection to be fair and just. It is now generally agreed among all educationists who had at all thought about the matter that the present system of examination is neither fair nor just to the students. The committee does not seem to have thought about this aspect of the matter at all. At any rate, no indication of it is shown anywhere in the report. Unless a more satisfactory system of testing the ability and the attainments of the pupils is devised, it would be disastrous to introduce another public examination at this early stage.

ALTERNATIVE COURSES

There is, no doubt, a lot of loose talk going on now-a-days about the dignity of labour and all that. Most of this, I am afraid, is meant for the other fellow's children.

The committee very properly says that the vocational work that could be introduced in the pre-University stage should be either of the kind such as Agriculture, which may lead to higher studies in the University or of the kind such as Type-writing and Shorthand which leads to occupations *acceptable to educated persons*. Without the co-operation of the University it is difficult to make these courses a success. In Travancore, we have put down at least on paper, as optional subjects a number of practical courses. At present, as far as I know, no high school provides for any of these courses—not even the Government High Schools. The main obstacle is that the University does not recognise a pass in these courses as qualifying for entrance to the University courses of study. If our University can be made to face facts and is willing to be reasonable, it might find that students who are good at some of these vocational courses not excluding Type-writing and Shorthand, are at least as good from the point of view of taking even the literary courses of study, as those who mug up a lot of facts about Hyder Ali and the Savannahs of Africa and America.

EXCURSION

By

MR. J. CHRISTIAN EDDY,

Secondary Grade Senior Section, Pasumalai Training School.

TEACHERS IN TRAINING SECTION

(Rev. L. L. Lorbeer, manager of the High and Training Schools, Pasumalai, with a view to fostering the habit of writing on educational topics in the students under his management, had asked them to write reviews of articles appearing in the South Indian Teacher and also articles on some of the topics listed for our Education Week number. Nearly 70 students responded to his call and Rev. Lorbeer sent us a few of the articles submitted. We give below one of the articles considered best. To encourage such activities in teachers under training, we have decided to devote a few pages in each number for short contributions from pupil teachers. In the next issue we shall publish some of the other articles sent to us by Rev. Lorbeer. Eds. S. I. T.)

Excursions when properly organised and conducted have great educational value. By excursions pupils are enabled to strengthen their knowledge and widen their appreciation of Nature. Excursions are a great advantage in studying such subjects as History, Geography and Nature Study.

Excursion affords additional training to the powers of observation and description. Excursion makes the lesson interesting and encourages pupils to find out things for themselves. It gives scope for the free play of the instinct of children to collect specimens of leaves, flowers, etc. A love of nature is thus encouraged and this is followed by widened sympathies and enjoyments. It

helps to improve social relationship between the teachers and pupils and amongst the pupils themselves. Teachers can study the real nature of the pupils during excursions. Excursion teaches the pupils how to educate themselves through eyes and ears.

Excursion makes the pupils feel more happy and sympathetic. When on a visit to a park or a zoo or an aquarium, they see real living things; on a visit to a place of historical importance it will be possible for the pupils to visualise the past scenes. For example, while at Panipat they would remember the difficulties overcome by Akbar and the cruelties of Ibrahim and so on. The many monuments built over the remains of heroes of the past, old buildings such as the Taj Mahal, the Jumma Musjid and the descriptions contained in some of these historical remains, may enable them to think what the position of our country was in the past and how it is today. A visit to a place of geographical interest will help the pupils to have definite ideas about certain hills, valleys, rivers, etc., and to see how man makes Nature serve him.

Each excursion must have a definite end in view, something particular to study and not a mere picnic. The number of pupils must be limited and must be under adequate control of their leaders. Suitable records each visitor must have. An excursion must be followed by a full and complete discussion leading to a series of definite results which must be summed up. There should be proper arrangement before

the excursion begins. One teacher must have gone and visited all those places which are to be visited by the excursion party. Each pupil should take with him an excursion pocket note book, a lead pencil a pen knife, small tin box and bottles for the proper carrying of specimens.

Excursion lessons may be given in drawing and hand work. Boys may be asked to draw sketches of specimens and make models. Observation of hills, valleys and streams made during excursions may be connected with topics in science and geography lessons.

FROM OUR ASSOCIATIONS

DISTRICT TEACHERS' GUILD, KURNOOL

The Annual Meeting of this Guild was held on the 28th October, 1933, in the Coles High School Hall under the presidency of Mr. G. Damodara Mudaliar, B.A., L.T., the District Educational Officer. There was an unprecedentedly large gathering of teachers and members of the public. Many Elementary School teachers and ladies were present.

The proceedings began with prayer by Mr. C. Venkatakrisnaiya. Mr. B. J. Rockwood, M.A., B.D., President of the Guild, extended a hearty welcome to Mr. D. Sadasiva Reddy, M.A. (Oxon), Deputy Director of Public Instruction and to the visitors and said that he was happy to inform them that the Guild had made good progress during the year and promised to extend its activities in useful directions. He requested the distinguished guest to lend a sympathetic ear to the deliberations of the evening and inform the authorities of the practical difficulties of teachers of experience connected mainly with secondary education.

Mr. G. Siva Rao, B.A., L.T., Secretary of the Guild, then read a report of last year's work. It was the ninth year of the Guild's existence. The report showed a year of progress all round and sound financial improvement. The Guild had made up all deficits and paid off all overdues. It affiliated a Women Teachers' and an Elementary School Teachers' Association. It held its last session in the mofussil place, Ahmakur, under the auspices of the Board High School teachers whose hospitality it enjoyed. It sent a representative at its cost to attend the last S. I. T. U. Conference held at Trichinopoly. It had during the year ten Teachers' Associations and three individual members on its rolls. The financial statement showed a balance of Rs. 4-3-0.

Mr. Sadasiva Reddy, who opened the Conference, thanked the organisers for giving him an opportunity to place before them one or two matters. He was sorry to observe that Elementary Education was Cinderella-like neglected on all sides and Elementary School teachers were left uncared for even by the other members of the teaching profession. He appealed to the Secondary School teachers to carry their less fortunate brethren with them, take them into their confi-

dence, participate at their monthly meetings and affiliate their associations to their Guild. He also suggested that the Guild could usefully elect a small Advisory Committee for getting their grievances redressed by proper appeals to their school managements. He observed that teachers as a body suffered from inferiority complex and lack of advertisement. They should give up their spirit of aloofness and freely mix with members of other professions and make them feel their importance. Another point which he urged for their consideration was that teachers should cultivate an independent and scientific mind and not have colourless views. They should not surrender their honest convictions to please the powers that be. If this scientific and fearlessly independent outlook be cultivated, more and more by the teachers, the Department would always listen to their suggestion with respect and consideration for it was their opinion that really mattered. He promised to give his best consideration to the new type questions and see how best real difficulties could be met. He wished the Conference all success.

Then there began a discussion on the new type model questions issued by the S. S. L. C. Board. The question paper on each subject was considered separately. The meeting approved in general of the departure in the style of questions as it would develop precise thinking and alertness on the part of the candidates and minimise to a very great extent the twin vices of notes dictation and unintelligent cramming of annotations. Coming to details, the prevailing opinion was that questions in every paper were too many and that even an average boy might not clear them. The short sentence answers implied in English papers would hardly prepare the student to write an essay or a few paragraphs of cogent and correct English. The style of questions on the non-detailed texts were hardly in consonance with the aim and spirit of non-detailed study. Questions in Histories and Geography, besides being too many and vague, expected in some cases details which were beyond the scope of the syllabus which was only of a simple nature. In Elementary Science some questions were apparently outside the syllabus. In this subject where ocular demonstration was so

necessary to intelligently answer questions, it would be advantageous to give some choice so that students who, owing to absence on leave, did not attend some classes, might not be penalised. The questions in Mathematics were considered to be a change in the right direction.

The President, expressing his genuine interest in the welfare of the teachers of the district was proud to remark that they were ahead of those in many other districts in having taken into their associations many Elementary and Middle School teachers. He deplored the fact that the teachers' work was not properly appreciated but on the other hand unduly criticised with ingratitude in some quarters. He advised the teachers not to get discouraged but to do their noble work steadily and conscientiously and by dint of their character and usefulness to society compel recognition for themselves as forming an important community in the body politic.

Mr. B. J. Rockwood was "At Home" to the members and visitors. The following resolutions were passed at the Conference:—

1. *Office-bearers.*—The Guild requests its present office-bearers to continue in their office till June 1934, the end of the current Guild year.

2. *New type S. S. L. C. questions.*—The Guild approves of the introduction of the new type of S. S. L. C. questions found in the model papers while disapproving of certain questions which seem to be outside the scope of the syllabus or rather obscure.

3. *Lightening of the S. S. L. C. Syllabus.*—The Guild requests the S. S. L. C. Board (a) to reduce by one-fourth the quantity of reading matter in English and Vernacular prose and poetry; (b) to delete from the S. S. L. C. Examination syllabus the portions in English History up to the Tudor Period and in Indian History up to the Moghal Period which may be taught in Form IV; (c) to limit the portion in Geography to a regional survey of the world with special reference to India. (d) to restrict the portion in Elementary Science to Physics and Chemistry and only one of the three Natural Science subjects, viz., 1. Animal Life, 2. Plant Life, 3. Physiology; (e) to frame such questions in Elementary Science as to elicit only general information of an elementary nature, in case the syllabus in the subject is not altered.

4. *Text-books.*—The Guild urges the S. S. L. C. Board and the University authorities to prescribe for History, Geography and Elementary Science simple and suitable text-books which shall

form the basis for instruction and examination as well.

5. *English non-detailed study.*—The Guild views with regret the abolition of texts for non-detailed study since they serve a definite purpose in language study.

6. *Service Conditions Bill.*—The Guild endorses the principles underlying the Service Conditions Bill framed by the S. I. T. U.

7. *Appearance for the S. S. L. C. Examination.*—The Guild requests the S. S. L. C. Board to remove the restriction to the number of times that a candidate may appear for the S. S. L. C. Examination provided that no candidate appears more than twice from any recognised school.

8. *Elementary School teachers.*—The Guild requests the Chairman Municipal Council, Kurnool and the President, Taluk Board, Kurnool, to give the teachers serving in their Elementary Schools the grades of pay fixed by the Government for their teachers.

9. *Death of Dr. Besant.*—The Guild places on record its deep sense of sorrow for the loss of Dr. Besant, one of the great celebrities of the modern world and its appreciation of her invaluable services to India for over half a century in the field of Education.

10. *Girls' High School for Kurnool.*—The Guild requests the Director of Public Instruction to raise the present Middle School for Girls at Kurnool to a High School starting with Form IV next year, as there is no High School for Girls in the whole of the Kurnool District.

11. *Vernacularisation.*—The Guild desires that the informative subjects in Secondary Training classes should be taught in the vernacular of the locality.

12. The Guild welcomes the proposed vernacularisation of non-language subjects in the S. S. L. C. scheme, in the interests of the pupils concerned.

SALEM DISTRICT SECONDARY SCHOOL TEACHERS' GUILD

9th Educational Conference

The Conference was held at Tiruchengode on 2nd and 3rd December 1933, under the presidency of M.R.Ry. A. Ramaswami Gounder Avl., M.A., L.T., Principal, Municipal College, Salem. The affiliated associations were fairly well represented and a few teachers from other Secondary Schools also, were present on the occasion.

Proceedings began with prayers in Sanskrit and Tamil and M.R.Ry. T. K. Balu Avl., School Advisory Committee Chairman and Chairman, Reception Committee, welcomed the delegates to Tiruchengode, a sacred and historic town, in a short and sweet address in which he dealt succinctly with some of the outstanding educational problems of the day.

The formal election of the President was gone through and M.R.Ry. A. Ramaswami Gounder Avl., M.A., L.T., delivered a thoughtful address in which he emphasised the immediate and universal adoption of the Vernacular as the medium of instruction in all knowledge subjects, and exhorted the teachers to take steps to advance adult education, attend to the physical education of pupils through well-trained and experienced Physical Directors and to equip themselves suitably for the rural reconstruction scheme which it will be their pride and privilege to work out in the near future.

M.R.Ry. M. S. Sabhesan Avl., M.A., Botany Professor, Christian College, Madras and Secretary, S. I. T. U., delivered *ex tempore* a spirited address on S. S. L. C. Course. He exposed clearly the conflict between theory and practice in the attitude of the three bodies connected with education viz., the politicians, the Government, and the teachers, and showed, by facts and figures, how the teachers themselves have failed to take full advantage of the S. S. L. C. scheme as originally conceived which according to him, was a very Swaraj in education.

He outlined the progress of the S. S. L. C. course from its inception to its present position and brought home to the teachers how they had let the golden opportunity of establishing their freedom slip out of their hands. He maintained that teachers must keep school records of pupils' progress for their own use, if not for any purpose, must not be obsessed by the need for public examination in all knowledge subjects and must urge in one voice, for a useful and flexible course which might give full scope for preparing the pupils for the University as well as for life.

M.R.Ry. A. V. Ranga Rao Avl., of Rasipuram High School, spoke on the modern needs of education and touched briefly on many of the points referred to in the Presidential Address and in Mr. Sabhesan's speech with authoritative references to the reports of some of the Educational Commissions.

The whole Conference went next into Subject Committee and there were lively discussions over the draft resolutions (36), 22 of which were re-

solved to be passed at the Conference. Mr. Sabhesan's presence was very useful in shaping the resolutions.

On the 3rd morning, the Annual Guild meeting was held, a separate report of which appears elsewhere.

The open Conference passed 22 resolutions, a copy of which is given immediately below the proceedings of the Guild meeting. The Conference came to a close with the President's closing remarks (which, amongst other things, emphasised the need for solidarity amongst the members of the profession) and with the usual vote of thanks by the organisers and for the organisers by all the parties concerned.

The usual group photo was an item of the Conference and its next venue is Rasipur.

K. S. CHENGALROYA AIYAR,

Joint Secretary.

BUSINESS MEETING OF THE SALEM DISTRICT TEACHERS' GUILD

A general body meeting of the Salem District Secondary School Teachers' Guild was held at 8 a.m. on the 3rd Dec. 1933 under the presidency of M.R.Ry. M. K. Swaminatha Aiyar Avl., M.A., L.T., President of the District Guild.

The auditor's report for 1932 was read and approved. A change in rules was made to facilitate the entry of the Elementary School masters into the Guild. It was resolved to request the affiliated associations to send delegates to the Tamil Lovers' Conference to be held at Madras on the 23rd and 24th instants. It was also resolved to consider the holding of the Provincial Educational Conference in Salem for 1935 on the occasion of the Rasipuram Conference to be held at the next Guild meeting. A committee consisting of Messrs. S. Ramaswami Ayyangar of Vellore, E. Venkatasubramania Aiyar of Shevapet, M. K. Swaminatha Aiyar and K. S. Chengalroya Aiyar of Krishnagiri with powers to co-opt two more members, was appointed to scrutinise and report on the S. I. T. U. Service Conditions Bill. And in appreciation of the S. I. T. U. idea of the Silver Jubilee Fund, it was resolved to contribute in the name of the District Guild a sum of Rs. 500 within a period of four years beginning from 1934 at the rate of 125 per year.

The office-bearers for the year 1934 were then elected.

President: Mr. M. K. Swaminatha Aiyar, M.A., L.T., of Krishnagiri.

Vice-President: Mr. A. V. Sundaresa Aiyar, B.A., L.T., of Shevapet.

Secretary: Mr. Edwin I. Rajarathnam, B.A., L.T., of Namakkal.

Joint-Secretary: Mr. K. S. Chengalroya Aiyar of Krishnagiri. Mr. K. S. Chengalroya Aiyar was re-elected to the S. I. T. U. Executive Board.

Mr. M. S. Sabhesan's suggestions, in the course of the meeting were helpful.

The President thanked the general body for continuing their confidence in him and his colleagues by re-electing them and requested them to extend the same support to the Guild as heretofore. The proceedings came to a close with a vote of thanks to the President.

M. K. SWAMINATHAN,
President.

IX SALEM DISTRICT EDUCATIONAL CONFERENCE, TIRUCHENGODE

Resolutions

1. This Conference requests the Government to revive and aid the Medical Inspection of School Pupils.

2. This Conference resolves to request the Government to hold the S. S. L. C. Public Examination during one session only of the day.

3. This Conference is of opinion that the 'C' Group of the S. S. L. C. course be abolished.

4. This Conference requests the managements to provide for a Reading Room for the benefit of pupils in each Secondary School under their control.

5. This Conference requests the President, District Board, Salem, to have the District Board "Freeships" restored as of old.

6. This Conference requests the managements to provide educational journals, both foreign and Indian, for the benefit of teachers in their employ.

7. This Conference requests the Managements to provide a sum of Rs. 200 per annum for the library equipment of each Secondary School under their control.

8. This Conference resolves to express their entire sympathy with the objects of the Tamil Lovers' Conference.

9. This Conference resolves that a circulating library of up-to-date books on education be formed under the auspices of the District Guild and authorises the Secretary of the Guild to issue an appeal to managements of schools for necessary

financial help towards the circulating library and that an annual allotment of Rs. 30 be made from the funds of the Guild.

10. This Conference exhorts the members of the Guild to join the Protection Fund and to subscribe for the S. I. T., the official organ of the S. I. T. U.

11. This Conference re-iterates the first portion of the resolution No. 2 of the Dharmapuri Conference which runs as follows: "This Conference exhorts such of the institutions of the District as still keep aloof from the District Guild to affiliate their Teachers' Associations to it and thereby strengthen it" and appoints a committee consisting of Messrs. A. Ramaswamy Gounder, M.A., L.T., of the Salem College, A. V. Sundaresa Iyer, B.A., L.T., of Shevapet, S. M. Lakshmana Chettiar, B.A., L.T., of Rasipuram and S. V. Ramaswami Ayyangar, B.A., L.T., of Tiruchengode, to take necessary steps for bringing into the Guild such associations as still keep aloof.

12. This Conference re-iterates the resolution No. 3 of the Dharmapuri Conference which runs as follows: "This Conference urges that (a) Teachers' Associations ought to take a deeper interest in Adult Education which is a part of rural reconstruction, a new movement vital to the growth of the nation and (b) for the furtherance of the Adult Education referred to above, its limb, the Library Movement, which is now afoot, may, for the present, be advantageously started in every High School centre.

13. This Conference re-iterates the resolution No. 5 of the Dharmapuri Conference which runs as follows: "This Conference requests the authorities to fix the number of working days for schools under Local and Municipal Boards instead of fixing the number of holidays for them.

14. This Conference re-iterates the resolution No. 6 of the Dharmapuri Conference which runs as follows: "This Conference requests the Government to amend the Provident Fund rules for local bodies so as to give greater facilities for taking advances as is being done in the case of Government General Provident Fund.

15. This Conference is of opinion that it is unfair that the work of teachers should be judged by examination results.

16. This Conference re-iterates the resolution No. 10 of the Dharmapuri Conference which runs as follows: "This Conference requests all managements to give free education to the children of teachers in their institutions."

17. This Conference requests the managements to see that teachers who are continuously employed from July to March, are given the salary for the summer vacation following.

18. This Conference resolves to request the President, District Board, Salem, to have the old scales of salaries restored, and to have the salary in each case fixed, the increment earned during the period of retrenchment being added on to the salary drawn last March.

This Conference further resolves to request the President, District Board, Salem, to consider favourably the hard cases that have been adversely affected by the revision of the scale of salary introduced by the Board from time to time.

19. This Conference resolves to appoint a committee consisting of Messrs. A. Ramaswami Gounder, M.A., L.T., M. K. Swaminatha Aiyar, M.A., L.T., Edwin I. Rajarathnam, B.A., L.T., S. V. Ramaswami Ayyangar, B.A., L.T., and K. S. Chengalroya Aiyar to wait upon the managements and to place before them such of the resolutions of this Conference as require their sympathetic consideration.

20. While accepting the principle in the Salem District Board President's Circular, relating to submission of petitions to him by individual teachers, this Conference requests the President, District Board, Salem, to permit teachers to represent their cases by memorials through proper channel.

21. This Conference requests that all managements which have introduced measures of retrenchment in the salaries of teachers under their employ may be pleased to remove them.

22. This Conference resolves to accept with thanks the invitation of the Rasipuram Board High School Teachers' Association, to hold the 10th session of the Guild Conference at Rasipuram.

K. S. CHENGALROYA AIYAR,

Joint Secretary.

GUNTUR DISTRICT GUILD

Annual Conference

The Annual Conference of the Guild met on the 18th and 19th November in the hall of the Town High School, Guntur. At 7 p.m. on Saturday the 18th November, the proceedings began with prayer. Mr. A. Daniel, M.A., L.T., the President of the Guild, welcomed the Conference and

in his address stressed on the value of "Guild" and the broad outlook which teachers should cultivate in the exercise of the profession, fully conscious that the chief aim of education is to turn out the right kind of citizens.

Prof. S. K. Yegnanarayana Aiyar, M.A., L.T., in the Presidential Address, spoke how the "Gurus" or "Acharyas" of old, being both spiritual and secular teachers of the pupils in their charge, commanded great respect among the community. Though the present-day teachers are merely secular yet if they work in a team in each school for the cultural and moral uplift of the pupils they could establish noble traditions and thus secure public esteem. As President of the South India Teachers' Union he was able to trace the beginnings and progress of the S. I. T. U. He pointed out the chief achievements of the S. I. T. U.:

- (1) The Annual Conference when resolutions of the most representative kind are passed;
- (2) The institution of "Education Week" with its immense potentialities, only 3 years old and able to secure the blessings of the Director and even the Provincial Head;
- (3) The Teachers' Protection Fund, now changed into an Insurance Fund on expert actuarial advice;
- (4) Day to day work of interviews and of the Vigilance Committee in the matter of helping teachers that are sent out of schools by managements;
- (5) The impending "Teachers' Service Conditions Bill" in the stage of collecting relevant facts from similar bills in other countries (Europe and America). He emphasised that the sister institution Andhra Teachers' Federation should work in a spirit of comradeship with the S. I. T. U. so that teachers in the Presidency must be united in their demands or suggestions to receive respectful hearing from the educational authorities.

Mr. B. Ramachandrarao, M.A., L.T., the Secretary of the Andhra Teachers' Federation, promised hearty co-operation with the S. I. T. U. The Secretary then proposed a vote of thanks to Prof. Yegnanarayana Aiyar, M.A., L.T., who had to leave the place on account of engagements elsewhere.

On the second day Mr. D. S. Subramanya Sarma, M.A., B.Ed., addressed the Conference on "Education, Unemployment and Rural Uplift." Common solutions offered were to close down colleges both general and professional and to start new industries. But the first was not helping the cultural development of India. The second required careful training, capital and business tra-

ditions of a kind not generally available. The Directorate or the Chief Executive of Industrial concerns being sometimes selfish would rather kill the concern than lose their influence. He suggested that rural uplift work might engage the attention of unemployed educated men.

Mr. M. P. Dikshatulu, B.A., L.T., the Secretary, read the report for the year. Resolutions were passed after consideration on the need of choice in papers in the S. S. L. C. Public Examination, choice of 75 per cent. questions being allowed; on the authorities insisting on schools employing only trained teachers or in the alternative the training schools being closed for a period, and on graduates being allowed to serve in the new concentrated types of Elementary Schools.

The election of office-bearers and nine members of the Executive Committee for the new Guild year 1933-34 was taken up. Messrs. C. Bhanumurthi, B.A., L.T., S. S. Viswanatha Iyer, B.A., L.T., and V. Suryanarayana Murthi, B.A., L.T., were elected as President, Secretary and Treasurer respectfully for the new year. Mr. A. Daniel, M.A., L.T., the outgoing President, was elected as the Guild's representative to the Andhra Teachers' Federation.

After a vote of thanks to the outgoing office-bearers and to the chair the Conference rose.

S. S. VISWANATHA AIYAR,
Secretary, G. D. T. Guild.

PACHAIYAPPA'S HIGH SCHOOL, CHIDAMBARAM

The school celebrated its 83rd Anniversary on Saturday the 2nd December with Rao Bahadur K. C. Manavedan Raja, Collector, South Arcot, in the chair.

The annual school competitions in this connection were held in the last week of November and competitions in recitation, *ex tempore* speech, amateur music and sports stimulated lively interest. Prominent gentlemen of the locality—officials and non-officials—and several teachers of the Annamalai University acted as judges in the various competitions and settled the prize winners.

The School Day celebration began at 5-30 p.m. in the school hall and the elite of the town including Government officials, vakils, teachers of the Annamalai University, and Old Boys, attended in large numbers. The function began with prayer,

and a Sanskrit address of welcome was presented. Mr. R. Kalyanasundaram Aiyar, Headmaster, welcomed the President in a short speech. He said that the institution, dedicated to the memory of that great benefactor Pachaiyappa, was that day 83 years old and was the oldest institution in the district and was a monument of the ancient Hindu Dharma. Eminent men like Justice Sadasiva Aiyar, Sir A. P. Patro, Dewan Bahadur N. Gopalaswami Iyengar, Mr. T. R. Venkatarama Sastry, and Dewan Bahadur R. V. Krishna Aiyar, participated in such functions in the past. It was but fitting, he said, that the noble scion of the ancient house of the Zamorin should have come to pre-side on that occasion.

A varied programme of entertainments was gone through and the audience was treated to humorous recitations and choice amateur music and mimicry. A Tamil farce on the value of the "Library Movement" was enacted by the pupils of the Elementary School and was much appreciated.

The Headmaster then presented the Annual Report on the working of the High and Elementary Schools. The report stated that the school maintained its usual strength in spite of the economic depression and referred in detail to the several activities of the school in the year. Of these, sports and games, Pupils' Associations, Boy Scouts, and the school magazine—the Pachaiyappa Review—deserved mention. The school distinguished itself in the District Athletic Sports and won the District Championship Shield and the Grigg Medal. It also secured two silver medals and first class certificates of merit, at the Provincial Educational Exhibition at Trichinopoly. The Inspection Report of the District Educational Officer, made special mention of the several extra-curricular activities of the school and observed in particular the valuable influence exercised by the school magazine over the pupils.

Reference was made to the lack of suitable accommodation and extensive playgrounds, commensurate with the growing needs of the school—which would be set right if the Government gave financial and other help. The report also referred to the new orientation given to the educational activities of the district, since the advent of Mr. T. V. Apparasundara Mudaliar, the District Educational Officer. The Elementary School was one of the largest of its kind in the district and was doing efficient work.

The President then distributed the prizes to the successful pupils and also the gold medals award-

ed by Mr. C. V. Srinivasachariar, Dr. S. Nataraja Jatavallabhar and the Silver Medals and certificates of merit.

The President then made an *ex tempore* speech in reply to the Sanskrit address of welcome. He then addressed the audience in English. He expressed his appreciation of the several recitations and other entertainments given by the pupils and congratulated the young children who enacted the Tamil farce so well. He referred in glowing terms to the great philanthropist Pachaiyappa and his great benefactions. He was gratified to know that the institution was essentially Hindu in ideals and character, and had removed the bar of non-admission to the Aḍi-Dravida pupils. He then referred to the ancient ideal of self-discipline in the students and called upon the pupils to cultivate respect for authority.

M.R.Ry. K. Venkataswami Naidu Garu, member, Pachaiyappa Trust Board, who attended the function thanked the President for his kindness in presiding over the function, and dwelt on the needs of the school and the financial difficulties of the management. He made an earnest appeal in the name of Pachaiyappa to the Old Boys and to the Government, to help this institution in all possible ways. The ring of sincerity which characterised his appeal as an Old Boy made a deep impression.

The Headmaster then thanked the public for attending in such large numbers. With the singing of Mangalam and three lusty cheers to the memory of Pachaiyappa, the function terminated.

THE TEACHERS' ASSOCIATION CITY HIGH SCHOOL, BERHAMPORE

The second anniversary of the Teachers' Association, City High School, Berhampore, was celebrated on the 11th November at 5 p.m. in the City High School hall under the presidency of Mr. R. V. Ramanamurti, M.A., B.L. After the conduct of prayer by Mr. S. Someswara Rao, B.A., B.Ed., Mr. G. Narayana, B.A., B.Ed., the Secretary read out the Annual Report.

Pandit Panchagnula Adinarayana Sastri, Lecturer in Telugu, Khallikote College, then addressed the gathering on the ancient systems of education and the relation between the teacher and the taught. Mr. S. V. Ramamurthy, Headmaster of the school and President of the Association, spoke on the inferiority complex from which the teach-

ing profession was suffering. Mr. G. Narayana referred to the celebration of the Education Week in South India and the indifference of most of the educational institutions in Northern Circars where the Education week was not celebrated. He urged for greater Governmental control of education and the standardisation of the pay and prospects of the teachers.

The President said that the so-called inferiority complex was the result of apathy of the public and sooner or later the teaching profession would command the respect it rightly deserved. The apathy of parents and guardians must be removed and this was possible only by associating them with their association's activities by inviting them for discussions and mutual exchange of views. The meeting terminated at 7 p.m.

ELEMENTARY SCHOOLS' OPEN DAY AT CUDDALORE

AN INTERESTING PARENTS' DAY. OVER 2000 PARENTS' TAKE PART

Cuddalore witnessed one of the most enjoyable functions on Saturday the 18th instant. Mr. T. V. Apparasundara Mudaliyar, the District Educational Officer of South Arcot threw open all elementary schools (Boys' Birls' and Muhammadan) of all Managements within the Municipal limits of Cuddalore for Parents' visits the whole of the day.

Individual invitations from the District Educational Officer printed in Tamil were delivered to each of the parents by elementary school masters, and their individual acknowledgment sent to the District Educational Officer days before the function. Besides, Mr. P. Govindaswami Chettiyar, Chairman, Municipal Council, Cuddalore had also sent round printed hand bills exhorting the public to co-operate with the organisers of the function and to visit schools that day in large numbers. Large wall posters with gripping appeals like "India expects every parent to educate his children. Send your Children to school regularly." "Children form our National Wealth," "Come and see your little ones at work in elementary schools", etc., were pasted in all prominent places of the City. Thus with the wall posters, the printed exhortations of the Chairman, Municipal Council and the individual invitation of the District Educational Officer the parents were prepared for the function.

As the day dawned the elementary school children went out in procession in their own school area carrying appealing educational maxims and singing inspiring songs on education. Songs composed by Irumbuliyur Rajaratnam Iyer were extensively used in the different Bajana parties. Large and imposing processions with Indian Band and Children's Bhajana with full accompaniments were witnessed at Manjakuppam, Tirupapuliur and Cuddalore Old Town. The biggest procession was that in Manjakuppam in which over 500 school children participated. They met in the lawn in front of the District Collector's Bungalow and marched past the District Educational Officer through the principal streets.

The processions over, the schools commenced work at 9 a.m. and streams of parents poured in at each school. Questions regarding the educational progress of the children were freely discussed with parents. The District Educational Officer had supplied each teacher with a set of 12 select questions which was used by him recently in an experiment on Parental Co-operation in Secondary schools. "Tell us the remarks made by your child at home regarding the school", "Name some of his companions," "Name the books and periodicals if any he is interested in," "What are the arrangements made for his study at home?" were a few of the questions put by teachers to the parents individually. Answers like the following were commonly had "My child is fond of reading but never touches the slate." It is interesting to note that in some schools the mothers took the lead in the discussions and pressed for answers to questions "Can't you make my child take enough food at home?" "My child is busy with nothing but sweetmeats at home. What shall I do for this?" "Why does my child refuse to dread anybody?" Such individual discussions terminated at 12 noon.

Precisely at 3-30 p.m., each school had parents' meeting in its premises presided over by a local magnate. After a half hours entertainment by children lectures on "Parental co-operation in schools" and "Duration of school life" were delivered by school masters and other lecturers. The lectures centered round the number of schoolage children yet to be brought under instruction. The Presidents of the meetings in the various schools paid glowing tributes to Mr. T. V. Apparsundara Mudaliyar the District Educational Officer for his having got up such an unprecedented function

and for his untiring zeal in popularising elementary education.

The Chairman and Vice-Chairman Mr. V. S. Ramanujachariar of the Municipal Council, the District Educational Officer and Messrs. T. R. Venkatarama Ayyar and A. G. Vilvaroy the local Deputy Inspectors of Schools were busy moving from school to school throughout the day. The City-fathers of Cuddalore are to be congratulated over the fact that 1950 Gentlemen and 490 ladies responded to their invitations and signed in the Visitors' lists kept in schools that day. Many of the visitors had recorded their impression of each school in the school Visitors' Book.

N. C. B. ARYAN TEACHERS' ASSOCIATION, TRICHINOPOLY.

A meeting of the association was held on 8-12-1933 at 5 p. m. in the Lakshmi hall of the school with Mr. V. Sundaresa Iyer one of the members in the chair. Mr. V. Radhakrishna Iyer, the secretary of the Teachers' association spoke at great length about the necessity and benefits of the bill and proposed the following resolutions which were passed nem-con.

(1) This meeting of the association adopts the report of the sub-committee and extends its whole hearted support to the bill.

(2) This association appeals to the Madras Legislative council to take up the bill as an urgent measure of public importance.

(3) This meeting requests the S. I. T. U. to carry on a sustained and intensive propaganda for the early introduction of the bill and enlist the co-operation of all the members of the legislative council.

With a vote of thanks to the chair and the members present by Mr. V. Radhakrishnan, Secretary, the meeting came to a close.

THE S. I. T. U. AND MADRAS TEACHERS' GUILD

A special meeting under the joint auspices of the South Indian Teachers' Union and Madras Teachers' Guild was held at 5 p.m. on Thursday the 14th instant in the Sama Rao's Elementary school,

31, Singarachari Street, Triplicane. Mr. N. Rangaswami Iyer, Headmaster, Town High School, Kumbakonam presided. Mr. S. R. Ranganathan, Librarian, University of Madras delivered a lecture on "School Library and Educating for the changing world" which is published elsewhere in this issue. The Teachers' Service conditions Bill was then taken up for discussion. Rev. G. P. James, Mr. V. Subramanyam, Rev. Milton Knolt, Mr. Seshachariar, Mr. G. V. Narayanaswamy Aiyar, Mr. T. Ramanuja Aiyangar, Mr. Lakshminarayana

Pillai, took part. Detailed proceedings of the discussions will be found in the Editorial columns.

The following centres have sent reports of the celebration of the Education Week. These reports were received too late for publication in the last issue.

1. Chittoor.
 2. Karaikudi.
 3. Paramakudi.
 4. Srivilliputtur.
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TTT-BITS FROM THE EDUCATIONAL WORLD

By

ANGLER.

WITHDRAWAL OF SCHOOL RECOGNITION

The Director of Public Instruction deserves the thanks of organised Teaching opinion for the step he is reported to have taken by withdrawing the recognition accorded to the Tiruvadamarudur High School in respect of alleged arrears in payment of Teachers' salaries. This is a welcome departmental guidance in respect of this malady in many an unendowed educational institution where even the fee income is not conserved by managements for the purpose of meeting their obligations to pay teachers on the due date.

WHY NOT GUILD SCHOOLS?

The withdrawal of recognition is bound to affect the immediate future of the school children in the affected area and the teachers of institution. It is the duty of the parents and teachers to co-operate in concerting measures to manage it by a Teacher-Parent Committee of Management.

The Tanjore District Teachers' Guild may very well try the experiment of running the school on a co-operative basis. It is up to the guild to move in the matter and show that organised Teaching bodies in the districts are capable of shouldering the responsibility for educational management and steering clear of the errors of defaulting managements in vogue.

TEACHERS OF BENGAL

The teachers in Bengal have indeed onerous duties: They have not merely to teach but to combat terrorism, not of their making. The sympathies of the South Indian Teacher go to them in their hour of trial when they are exposed not merely to the attentions of the Police but the terrorist as well.

FOLLOW UP THE EDUCATION WEEK

The recent Education Week has indeed been an effective demonstration, blessed by the Governor, the Press and the public. The South Indian

Teachers' Union may well be congratulated on its successful direction to rouse the educational conscience of the community. It is necessary for teachers' guilds to follow up the work by establishing Parent-Teacher Unions, Inter-School Unions, and a standing committee of educational employers and the guild to promote co-operation of all concerned in education and wage a campaign not merely against illiteracy but against the increasing absence of educational-mindedness in schools and colleges.

LIMITS OF SCHOOL INSPECTION

The valuable sub-leader in the "Hindu" the other day regarding the recruitment and qualifications of District Educational Officers is thought provoking. The Provincial Conference at Trichinopoly had also on its agenda a resolution on the same which was dropped in the open Conference. Mr. Satyamurthi had pleaded for an abolition of the inspectorate. Mr. K. V. Subbier, Retired District Educational Officer, is reported to have suggested in his speech at the Trichy Education Week celebrations the substitution of the inspectorate by an Educational Commission to periodically visit schools and offer educational guidance and by Government audit of school accounts. The adoption of these valuable suggestions will narrow down the limits of school inspection and lead to abolition of the present costly inspectorate and considerable savings in educational finance for real educational advancement.

DEATH OF A MEMBER

The Secretary, St. Xavier's High School Teachers' Association, reports the death of M.R.Ry. L. Adaikalam Pillai, ex-teacher of the school, on the 3rd December 1933. He was on the staff of the school for over 10 years and his death is deeply mourned. A meeting of the Association was held to bemoan the loss.

THE NINTH ALL-INDIA EDUCATIONAL CONFERENCE

D. J. SIND COLLEGE, KARACHI.

December 26—30, 1933.

President of the Conference:—Dr. Sir Ross Masood, Vice-Chancellor; Muslim University, Aligarh.

President of the Federation:—P. Seshadri, Principal, Government College, Ajmer.

Chairman, Reception Committee:—Jamshed N. R. Mehta, Mayor of Karachi.

Secretary of the Federation:—D. P. Khattry, Post Box 52, Cawnpore.

Secretaries of the Reception Committee:—H. F. L. T. Harrison, Sind Madressah, Karachi, D. V. Mirchandani, N. J. High School, Karachi, C. E. Anklesaria, Mama Parsi Girls' High School, Karachi.

THE PROGRAMME.

Tuesday, 26th December.

5-30 P.M. Opening Ceremony of Educational Exhibition (Open to Public).

Wednesday, 27th December.

8-00 A.M. Annual Meeting of the Council (1934) of All India Federation of Teachers' Associations. 1st Session (Open to members of the Council only).

President:—Principal P. Seshadri.

3 P. M. Opening Session of the Conference:—Welcome and Presidential Address, Messages, Announcements.

7-30 P.M. Public Lectures and Entertainments.

Thursday, 28th December.

3 A.M. (1) Teachers' Training Section. (*Secretary*.—D. P. Khattry, Cawnpore. *Chairman*.—Principal K. C. Bhattacharya, Agra).

(2) Vocational Education Section. (*Secretary*.—Vitasta Prasad, Lahore. *Chairman*.—N. S. Subba Rao, Bangalore).

(3) Moral and Religious Education Section. (*Secretary*.—G. N. Gokhale, Karachi.)

12 Noon. (1) University Education Section. (*Secretary*.—S. K. Yegnanarayana Ayyar, Madras. *Chairman*.—P. Seshadri, Ajmer.)

(2) Experiment and Research Section. (*Secretary*.—Shiva Chand Kapoor, Agra. *Local Secretaries*.—(1) C. P. Budhrani (2) Principal Ram-sahae.)

(3) Health and Physical Education Section. (*Secretary*.—N. D. Mallik, Karachi.)

3 P.M. General Session:—*Secretary's Reports*:—Reports of Sections, Papers and Discussions; Resolutions. (*Secretary*.—D. P. Khattry, Cawnpore.)

7-30 P.M. Public Lectures and Entertainments. Friday, 29th December.

9 A.M. (1) Childhood Education Section. (*Secretary*.—C. Krishnaswamy Rao, Hassan.)

(2) Adult Education Section. (*Secretary*.—K. S. Vakil, Dharwar.)

(3) Examination Enquiry Section. (*Secretary*.—K. D. Kapoor, Lucknow. *Chairman*.—Dr. Ziauddin Ahmad.)

12 Noon. General Session:—Reports of Sections; Papers and Discussion; Resolutions.

3 P.M. (1) Scout and Guide Display.

(2) Physical Drill Display.

(3) Final Match of the Tennis Tournament. (*Secretary*.—R. G. Sadani, Karachi.)

(4) Light Refreshments.

7-30 P.M. (1) Annual Meeting of the Council (1934) of All India Federation of Teachers' Associations Second Session. (Open to members of the Council). To be followed by a meeting of Executive Committee for 1934 (open to members of the Committee only).

(2) Entertainment.

Saturday, 30th December.

9 A.M. (1) Primary and Rural Education Section. (*Secretary*.—Sardar A. T. Mukerji, Dewas Senior)

(2) Secondary Education Section. (*Secretary*.—Principal M. L. Chablani, Karachi.)

12 Noon. Adjourned Section Meeting. To complete their work.

3 P.M. Closing Session:—Prize-giving of the Tennis Tournament; Reports of Sections; Papers and Discussions; Resolutions of Courtesy.

7-30 P.M. Public Lectures and Entertainments.

Sunday, 31st December.

Local Excursions to Salt Works, Air Port and Airship Base, Manora Island and Mangho Pir, together with a conducted tour probably by (special train) to Sukkur Barrage, Mohanjo-Dero, etc.

THE TEACHERS' BOOKSHELF

The Essentials of School Geometry: By A. B. Mayne, M.A., published by Messrs. Macmillan & Co., Ltd. Price 4sh. 6d.

This book is a recent publication of Messrs. Macmillan & Co. and it admirably suits the S. S. L. C. syllabus. It has all the good features of a modern text-book of Geometry. The fundamental theorems concerning the properties of parallel straight lines have been placed after the first congruence theorem. Alternative proofs of theorems have been provided. The numerical examples given are quite enough, while each group of propositions is accompanied by a set of riders of moderate difficulty. The more intelligent finds scope in the miscellaneous examples given at the end.

One special feature of the book is worth mentioning. The author has taken pains to give adequate references in words (briefly) to previous theorems when they are cited as authority. This must help the pupil who very often quotes the theorem or its number, the latter varying from book to book.

The book deserves the attention of all teachers of Geometry in High Schools.

V. R.

Elements of English Verse: By W. H. Stephens. Published by Messrs. Macmillan & Co., Ltd. Price Rs. 2-6-0.

The study of prosody, unfortunately, is not taught in our schools. Even our colleges pay just a passing attention to the subject. Unless one is familiar with the scientific aspects of the elements of English verse, he cannot appreciate the craft and workmanship of a poet resultant of his imagination, conception, and thought power.

But Mr. W. H. Stephens has not only stressed the importance of the study of poetry and its artistic technique in its speech sounds but also has exemplified its several different aspects in the most lucid manner possible, which is not only interesting but also clearly understandable to any school boy who is eager to get at the fundamentals of English poetry in general.

This useful book deals with the elementary factors of English rhythms, the methods and principles of scansion for the various measures of Eng-

lish verse and their different variations, their quantities and ornaments. The author also gives a clear and succinct view of the several kinds of English verse and the various qualities required to their make up. So this book will be a good adjunct to the High School libraries for the constant consultations of both the teacher and the taught to exemplify the truth of the statement that "Poetry is the rhythmic expression of feeling and thought."

The book has a very useful appendix containing very good examples of different verse forms to enable the reader to get a practical view of the subject as metrical tests, and according to the requirements of the modern student, the book has got very intelligent and useful questions which lay bare the precious aspects of the much laboured subject of English prosody besides the feeling, thought and volition of English poetry.

K. N.

An Anthology of Modern Poetry: By Amranath Jha. Published by Messrs. Macmillan & Co., Ltd. Price Rs. 0-12-0.

The selections in this book clearly reveal the main tendencies of the poetry of to-day, and how the poet of to-day is much concerned with the reality of things in nature and in man. His themes may be similar to those of his predecessors, but his method of treatment is as different as his outlook on life.

Poems like Hilaire Belloc's "The Fanatic" may be light-hearted on the surface, but there exists an under-current of seriousness. Bridge's beautiful description of a storm-swept landscape is indeed a successful metrical experiment. Similarly, Rupert Brooke's lines on the "Great Lover" denote that every-day objects and sensations can well form the subject-matter of good poetry.

Modern poetry has no unity of thought but is full of inconsistencies. There is a fondness for irregular patterns of verse and strange themes. There is nothing implied or distinctly romantic, but entirely outspoken. Several old metres have been revived and are used afresh. Frivolity is mixed up with deep feeling.

John Drinkwater's lines on the miracles of the spring season, Flacker's poems on oriental sub-

jects, Galsworthy's notes on the social ills and injuries of the times, the jarring vulgarisms of Kipling, Gibson's description of the struggle for daily bread; Hodgson's *address to Time, the Gipsy man*, the elegant oriental atmosphere of Sarojini's poems, the choicest selections from Tagore's *Gitanjali* and the *Crescent Moon*—these form the admirable selections of the book from the galaxy of luminaries ever shining on the firmament of modern literature.

This denotes the wonderful diversity of modern poetry, its varied aims and ideals and its ever-changing characteristics. The Victorian Midsummer Ecstasy and its high seriousness had been exhausted and hence the inevitable reaction. The modern poet thinks that "Life is worthy of the Muse." Hence his "Volubility of volatile vacuity" and the unimaginative magnificence of every day.

But on every page of this Anthology we find the passion for meticulous felicity of phrase and the search for expression. That is why the poetry of to-day lacks the large touch, the profound emotion and the creative power. Again, the present-day writer freely plagiarises from his predecessors, but old materials are transmuted into new forms.

The Anthology is a clear exposition of the aforesaid characteristics. The selections are judiciously made. Its excellent and lucid introduction together with the notes appended to this volume go to make up the popularity and usefulness of the book, as a text-book for the High School classes if not a good acquisition to a library.

K. N.

A Reader of Modern English Prose for Matriculation and S. S. L. C. Classes: By C. J. Brown, M.A., formerly Professor of English, Lucknow University. Published by Messrs. Macmillan & Co., Ltd. Price Re. 1.

There are 23 prose selections of varied interest in this book of 142 pages. There is a short introduction giving the scope of the book. In the introduction the author says, "The main function of the English language in India to-day is to provide a medium of expression spoken and written for professional and business men. I trust that in furthering that end this little book may be of some service however humble." The selections have been made for literary beauty as from Hawthorne, Sir Edwin Arnold and Tagore. Informative lessons are also found as the "Cactus and its

uses" by M. I. Neubegin and "Saravak—a land of perpetual summer." Scientific topics are added. A short biography of George Stephenson, a lesson on Electric light and Power (a selection from the Children's Encyclopaedia) represent this group. Pages 142 to 165 consist of revisional exercises in which difficult words are separately printed, sentences are suggested for analysis and re-writing. Subjects for composition are also set.

If illustrations should have been added this would be an ideal book for our High School classes. The printing and get up leave nothing to be desired for the improvement of the book.

V. K. S.

Indian History for Matriculation: By K. P. Mitra, M.A., B.L., Principal, D. J. College, Monghyr. Published by Messrs. Macmillan & Co., Ltd. Price Rs. 2. Pages 339.

The author is already well known as having produced the Matriculation History of England. The book under review has been written, keeping in view the syllabus of the Madras S. S. L. C. examination. The subject-matter has been arranged topically and has the advantage of presenting one continuous narrative and enabling the reader to get the proper perspective.

The salient points suited to the Matriculation standard have been included in a very simple style which the pupils can understand without much explanation by others. The value of the book is enhanced by valuable geneological tables and chronological presentation of events and a fairly full index. There are numerous illustrations and sketch maps.

V. K. S.

A Brief History of India: By S. Mukunda Rao, M.A., L.T., and G. R. Shenai, M.A., L.T. Published by the Sahitya Sangha, Mangalore. Price Rs. 1-12. Pages 294.

The aim of the Sahitya Sangha, Mangalore, is to promote the growth of instructive and healthy literature by publishing books and periodicals. This book has been published by the Sangha. The book has been written to suit mainly the Madras S. S. L. C. "A" Group syllabus. The narrative is in simple language. The book is well supplied with sketch maps and illustrations. Three useful appendices have been added. (a) Questions. (b) Time charts of the Delhi Sultanate, South India in the middle ages, the Moghul empire, the Maratha Empire and (c) The synchronic

chart of the history of England and India between 1760-1860. There are important geneological tables. This can without any hesitation be recommended to be adopted as a text-book in our schools.

V. K. S.

Exercises on English Literature: By R. W. Bell, M.A., Senior English Master at Exeter School. Published by Messrs. Macmillan & Co., Ltd. Price 2 sh. Pages 109.

The book contains an introduction of 31 pages divided under different headings. The paragraph, the skeleton essay, the study of the words, verse exercises, precis writing and such like. There are about 45 small selections from standard authors. Under each selection a few exercises are set. The following questions on the adventures of a shilling by Addison are typical of the exercises in the book.

1. Give the meanings of:—ingot, convoy, habit, refined, naturalised, mode, inclination, disposition.

2. Write sentences to express the different meanings of:—incline, arms.

3. Form adjectives from nation, favour, year, Nouns from:—refine, naturalize, equip.

4. Describe the dress and life of the period.

5. Write, in the first person, an imaginative paragraph on the adventures of one of the following: A grain of wheat, A pearl (or any other precious stone), A cloud, A rain drop, A blade of grass, A wind.

6. Who was Addison? Enter him in your chart.

V. K. S.

Psychology for beginners being Part III of Physiology, Public Health and Psychology: By Dr. Charles Banks, M.D., C.M., D. P. H., Published by Messrs. Macmillan & Co., Ltd., Pages. 234-340. Price Re. 1.

The book is intended to be used by students in the university classes. The treatment is modern and logical. There are a number of diagrams. The subject has been made very interesting. A short bibliography adds to the usefulness of the book. This book can with advantage be read by teachers and teachers under training.

V. K. S.

Scouting in India. By C. Subba Rau, M.A. This book is an earnest attempt to improve the

system of Indian scouting based on the national life and culture. With this object in view the author takes stock of the successes and failures in the working of the scout movement in India, and gives erudite suggestions how this system must needs be popularised in the interests of the Indian nation.

As it is, Indian scouting really needs more open air life, more camps, more determined and continued efforts in handicrafts, practical training, etc. In short, a change of outlook is of immense necessity. The author's chief slogan is "Indianise Scouting, without much copying of the West."

The flexible organisation of Scouting is to be so reformed as to suit local conditions. Public support and an environment favourable to the growth of the movement are not to be lacking hereafter. Young as the movement still is in India, it can be so modified as to make it a more effective factor in the training of our boys.

The author's observations, arguments for and against the present system of Scouting and his conclusions are all worth study and rumination by every scout master in the field, for this book enables one to strive for better results by wiping out the defects inherent in the system as it is in India to day.

Then he adumbrates a policy for adapting the system to the character and needs of the country in which it works, breathing Indian traditions, customs and ideals, without being a big bombastic show, without any net gain to those who join the movement.

Lastly, but not in the least, the author argues in all the aspects the question whether scouting is worth-while for Indian boys. After giving a panoramic view of the position of scouting to day, its history, organisation, administration, the training of leaders, the catering of the schools for scouting, the development of the characteristic qualities of the outdoor movement, and other such factors, the author suggests among many things, the need of a Common Flag of India, round which our scouts can rally together, the abolition of the indiscriminate imitation of the West, the appointment of Indians only as the chief scout executives, the financial independence of this national movement, the introduction of more camps, and regular practical methods and lastly a new vigour and guidance on the Mussolonian model.

K. N.

The Bishop Heber High school, Magazine. (December 1933).

Besides chronicling the important school events and activities of the quarter ending with December, the magazine provides interesting reading matter both from teachers and students. The pages reveal a good and healthy encouragement given to pupils to express their ideas in the columns of the journal. The authorities deserve hearty congratulations on this excellent work.

Our Home magazine (December 1933).

This is the journal of the Ramakrishna Students Home. It opens with an interesting article on 'How they rule without a dictator' by Mr. Vedantadesikan, headmaster of the high school attached to Home. He gives a detailed account of how in his school student activities are diverted towards fostering in the pupils the spirit of self-government and how they are governing themselves without a dictatorial teacher. We commend this article to the attention of all teachers. The magazine contains other articles of interest to a general reader. A directory of its old boys is given at the end.

Education information. Vol. II No. 5. December 1933.

This is a monthly bulletin of the New Education Fellowship (Punjab group). The first article 'Psychology of Discipline' by I. Latif, while emphasising on the futility of punishment, dwells at length on the efficacy of rewards. He argues that rewards produce the right response and instances how his cow which could not be forced to enter a shed, was tempted to go in when instead of thrashings it was given food. That the rod should be banished from the school, no one will dispute. But will a system of reward alone bring about the desired responses is a question to be investigated. There are two other interesting articles, one is on School and the Nations needs in which I. H. Harper stresses the need for our education to be "inspired by the shining vision of the society that is yet to be."

The Field, Madras, October 1933, Vol. II. No. 5.

This is an interesting and well edited journal, devoted entirely to sports and its main object appears to be developing a right sporting spirit and atmosphere. Beside chronicling important sporting events in Madras and elsewhere, it gives inter-

esting articles on topics pertaining to game, written by men of prominence in the field.

Profusely illustrated, it must be a source of great pleasure for our school boys to turn its pages. It is edited by Mr. C. V. Nagaraja Sastry and published by Mr. S. Kannan of Messrs. Srinivasa-varadachari & Co. Both deserve to be congratulated for the excellent number before us.

The Empire Geographies Book IV.—The British Isles. By E. J. S. Lay, F. R. G. S., Published by Messrs. Macmillan and Co., Price Paper. 1sh. 9d. Limp cloth. 2sh. pp. 80. 7-4" by 9-5".

This series of four books is planned as a complete four year course in British primary schools. The management of the books is as follows. Book I Treasures from Land and Sea a simple account of the people and products of the British Empire. Book II Life in Canada and Australia. Book III Life in British Africa and India. Book IV Life in British Isles.

The treatment of the descriptive geography has been made on an entirely regional basis. The book under review has been divided into 14 chapters with the following headings. British Isles favoured by Nature, Build of the British Isles, Climate, Wheat, sheep, cattle, coal, Iron, Ship-building, cotton, fisheries, London and exercises.

Many of the chapters begin with a series of simple questions on the maps facing them. This stimulating of interest will be very helpful preparation in the study of the chapter. The book abounds with 17 entire pages of illustrations which may form the basis of the reading matter. There are 42 maps in the books most of them being full page maps. The entire book is printed on art paper and will prove a very delightful volume to read. This series is indispensable to every school library.

V. K. S.

Life and progress histories series Book III England under the Tudors and Stuarts 1485 to 1688. By Dr. M. W. Keating and D. G. Perry published by A. and C. Black Ltd., local agents Macmillan & Co., Ltd., Price 2-9. Cloth bound. 216 pages.

The author states in the preface "The aim of the series is to trace the stages by which the social economic and scientific structure of modern society has come into existence. Consequently it has been necessary to adopt a scale of values rather different from that of the conventional

text book and to treat of politics and warfare in the light of their immediate influence on English lives."

The book has been divided into 19 chapters. In order to give culture and literary importance their due place chapters have been added on Elizabethan Literature and Music and Science and Fine Arts in the Restoration Period. The narrative is always simple and lucid. There are 30 carefully chosen representative illustrations and fine maps. In order to guide the pupils to understand the reading matter a few exercises and questions (may be selected from school certificate examinations).

It will easily be realised that this still prove a very useful reference book for teachers in our high schools and a text-book in the Intermediate classes.

V. K. S.

English Grammar and Noun idioms for foreigners. By E. Schaap. Published by Messrs. Macmillan & Co., Ltd., pp. 280.

The book has been divided into two parts. The first part on formal grammar runs to 178 pages and the second part is devoted to study of idioms of the English language each of which is illustrated by a sentence. This section has been arranged alphabetically and will be very helpful for purposes of reference and study. Regarding the first part the author says in the preface, "The grammar has been written primarily to meet the requirements of foreign students who have already acquired the rudiments of English and of pupils in the higher classes of English secondary schools. It does claim to be modern and practical." On account of this aim the first part will prove useful to learners of English.

V. K. S.

EDITORIAL

WHAT ABOUT THE PARENTS

While seconding the motion that M.R.Ry. Dewan Bahadur Kumaraswami Reddiar Avl., be the President of the Tamil Lovers' Conference, Mr. Satyamurthi referred to the urgent need for the adoption of the mother-tongue as the medium of instruction in all non-language subjects in secondary schools and pointed out how a solution of this vexed question might become easy if the President-elect should choose to turn to good account his position as the Minister for Education. Mr. Satyamurthi is not accustomed to speak in an ambiguous manner and so far as he is concerned, he has been pressing this question of vernacularisation before the public with a view to effect a change in the outlook. We wish Mr. Reddiar has found it possible to give an assurance to the public on that occasion. He told the audience that there was nothing in the rules against the adoption of the vernacular as the medium of instruction and examination and that the Government was not against it. But he gave away the whole case when he cautiously hinted that the attitude of the parents was standing in the way. A gentleman of his experience in the political field should certainly have known that propaganda alone will not help us to solve any problem. At the best it may clear the ground and facilitate the introduction of new ideas. Direct action by the authorities will be absolutely essential to accelerate the pace. Nobody thinks of the parents when it is a question of raising the fee-rate in schools or of abolishing the fee-concessions. The Minister of Education who is an elected representative in the Legislature and who has himself expressed on platforms definite views in regard to verna-

cularisation should certainly be expected not only to create a favourable atmosphere in the parent-world but also to supplement it by direct action calculated to rouse the schools to adopt the vernacular medium. If we should wait for a change in the mentality of the parents for a solution of the problem of vernacularisation, we shall have to wait indefinitely. We are glad that the Minister of Education does not regard the oft-quoted difficulties as insuperable and we therefore appeal to him to make a beginning at least in the case of those areas where the problem is not complicated by the presence of student population speaking different languages. It is a matter for satisfaction that this Conference adopted unanimously a resolution on the second day that the medium of instruction and examination in the S. S. L. C. stage should be Tamil in the Tamil Nadu. The Minister may therefore take it that the parents are for a change.

SPECIMEN PAPERS!

A storm in the tea-pot has been raised by the circulation of specimen papers. Teachers have been informed that the questions for the S. S. L. C. public examination will be set on the lines indicated in the specimen papers. There is a difference of opinion with regard to the principle underlying the specimen papers. The soundness of adhering exclusively to this type in a public examination of over twenty thousand pupils is seriously questioned in certain quarters. There are teachers who feel that this type should not be applied to all subjects. It is also suggested that a question paper should combine the good points of the old type with those of the new scheme. Whenever teachers gather,

the question that is asked is, "What is the real object of this change?" Many schools have already begun to set papers for the terminal examinations on the new lines with the object of training pupils on the new model. Now that the S. S. L. C. Board has set up the inconvenient precedent of indicating the lines on which papers will be set, it may be taken for granted that any departure from the new type will be made known to teachers so that they may bring up pupils. Rightly or wrongly, teachers gather from the circular that they should adapt their teaching methods to the new type of questioning. Great will be the commotion if any paper set for the ensuing public examination should happen to deviate to any extent from the specimen type. A perusal of the papers set in schools for the terminal examinations shows how the new type is differently understood by different teachers. We do not know whether the S. S. L. C. Board really intended that the methods of teaching in the class-room should be directly and unduly influenced by the specimen questions. It is already felt in certain schools that the scoring is more a matter of chance, especially in the case of those questions requiring word-answers. There are good points in the new type of questions. But it is feared that this type may prove unsuitable and unreliable in regard to the S. S. L. C. public examination. Nothing will be gained by indulging in any academic discussion of this subject and we appeal to teachers to make a careful study of the topic by using all the materials in their possession. The rate of scoring under the new scheme may be compared with that under the old scheme in the different forms of a high school and a comparative statistical study will go a great way towards indicating the direction along which we should move. The columns of our journal will be always available for teachers and we hope they will take advantage

of this opportunity to carry on investigations and publish the results in our journal. If figures for different schools be published in our journal it may be possible to make a comparative study and to arrive at sound decision. The atmosphere in schools, at the present moment, is one of confusion and some feel that the specimen papers in certain subjects are not what they should be. Examiners are after all human beings and there is bound to be a great divergence of opinion in the matter of the application of the principle. We have no doubt that sufficient care will have been taken to prevent deviation from the accepted principle, but teachers should not be alarmed if there be an objectionable question here and there. The evils of an external public examination for such a large area should be obvious and the defects cannot be remedied by dissecting each question separately. It is up to us to study the problem from a general standpoint and make our views known to the authorities so that the test may become reliable.

SERVICE CONDITIONS BILL

A special meeting of teachers was held in Madras under the joint auspices of the South India Teachers' Union and the Madras Teachers' Guild on Thursday the 14th Dec. As many as one hundred teachers belonging to different districts were present in spite of inclement weather. The lecture on "School Library and Educating for the Changing World," which Mr. Ranganathan, the Librarian of Madras University, had delivered, had a reference to the rapid rate of change all around and emphasised the need for teachers to take note of this tendency and to utilise their resources. He laid special stress on the training which would help pupils to "find out" for themselves and showed what important part the school library should play in regard to this

training. Our readers will find many useful suggestions in this lecture which we publish elsewhere. There was then a discussion on the Service Conditions Bill. Members were invited to offer their criticism or suggestions so as to enable the Expert Committee appointed at the last Provincial Educational Conference to take all points of view into consideration while giving the Bill the final form in which it can be introduced. Mr. James of Pasumalai, Mr. Subrahmanyam Pantulu of Yellamanchalli, Mr. Ramanujam, Mr. Srinivasa Varadan and Mr. G. V. Narayanaswami from Madras, Mr. Rajagopala Aiyar from Coimbatore, Mr. Knolt of Ambur took part in the debate. Mr. Sabhesan placed the view of the S. I. T. U. Committee before the audience in the unavoidable absence of Mr. Ramanuja Ayyangar. The following are the chief points that were mentioned in the course of the debate: (1) Why should unaided institutions be left out in the Bill? (2) Why should two representatives be given to each of the three South Indian Universities in the Provincial Board of Education as against one representative for each of the four managing bodies? (3) Should the scales of salaries be obligatory? (4) Should the Bill include any provision for professional code? (5) Should three months' notice be necessary even for dismissals on account of gross immoral conduct? (6) Is the unification of teaching services feasible? (7) Will not the provision for transfer involve language difficulty and dislocation of school work. (8) Should the teachers in local bodies be brought under this Bill? (9) Should all types of institutions from elementary schools to colleges be included in one Bill? (10) Does a good teacher require any protection? The attention of our readers is invited in this connection to the interesting article in the October number of the Educational Review

on "Service Conditions Bill," contributed by Mr. Sunda.

The view of the Committee was placed before the meeting as follows:—The Bill should lay down what is necessary and desirable for the teaching profession as a whole. In the rules to be framed under this act power may be taken to exempt certain classes of teachers, say teachers belonging to religious orders, from the salary schedule or from the scope of transfer. There are very few unaided institutions and they may be also brought under this Bill. The important point in the Bill is the creation of the Provincial Board of Education and the excessive representation given to Universities was intended to have on the Board persons intimately connected with the educational system and able to take a detached view of things. The unification as proposed in the Bill does not go as far as that suggested by the Calcutta University Commission and it is therefore free from objection. While promoting professional solidarity, this restricted unification will be a great help to the smoother working of schools. The language difficulty will not arise since teachers in colleges alone could be transferred from one part of the presidency to another under the Bill. The Bill should contain a provision for transfer but it should not be understood that there will be a chaotic migration of teachers at the whim and pleasure of the Provincial Board. A teacher who does not get on well under one management should, in fairness, be given a chance by being transferred to another place. While a general power should be taken for the Board to transfer a teacher, the rules may lay down conditions under which transfer may be made. Certain classes of teachers belonging to religious orders may, at their request, be exempted from the transfer provision. It may also be laid down in the rules that

transfer could be made on the initiative of the Board only for exceptional and specified reasons. Frequent transfers will not actually occur since teachers cannot hope to receive the same salaries as a matter of course. Transfers will ordinarily be made in consultation with the management. The schools under local bodies and municipalities are included in this Bill with the object of bringing all non-Government schools under one control with regard to conditions of service and promoting professional efficiency. In spite of the existing safeguards, teachers in municipal and board schools do not feel their position quite secure and there is a distinct feeling among them that they should be freed from the whirlpool of party politics in the interest of education. The general support which the affiliated associations have been extending to the Bill shows that in the opinion of the teaching profession this Bill is necessary. The criticism that a good teacher does not require protection is only begging the question. The Bill does not contain extravagant provision for salary, leave and allowances and much will still depend upon the good relationship existing between the teacher and the management. Any state that is interested in the education of its children cannot let things depend upon the goodwill of the management. Nor can it allow itself to become a consenting party to the policy of termination of teachers' services on conscientious grounds. State-aid and recognition mean that the courses as well as the conditions of services are such as to bring a satisfactory return to the state for the outlay on education. This has been clearly brought out by the Rt. Hon'ble H. A. L. Fisher. While addressing the Lan-

cashire Teachers' Association in 1917, he spoke as follows: "Lastly, you have noticed that the Government has now begun to show a direct interest in the remuneration of the teachers in our state-aided and state-provided schools, and that one of the conditions attached to the new supplementary grant is that the Board should be satisfied. Now what does this mean? It means that, although the teachers are still to be engaged by the local authorities and to be the servants of the local authorities, the state expresses a direct interest in their adequate remuneration, the major part of which it is prepared to supply from the treasury. It emphasises the fact that the teacher is the servant not only of the locality but of the nation, that the teacher is performing a national function in national schools and that this carried with it an obligation upon the teacher to do nothing unworthy of the trust which is reposed in him."

The position which our Union has taken cannot have a better authority to justify the position it has now taken up. The Secretary appealed to teachers and Teachers' Associations to think over the several clauses carefully and discuss the different points of view expressed that day. They were requested to communicate their suggestions in a definite form so that the Expert Committee could incorporate what was necessary and delete the unnecessary provisions. We heartily commend this appeal to our readers and we hope they will devote special attention to the Bill, consider it in the light of the criticism made at the joint meeting and send their suggestions as early as possible, say before February 1934.

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